

REPUBLIC OF CAMEROON  
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RÉPUBLIQUE DU CAMEROUN  
PAIX - TRAVAIL - PATRIE  
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# NATIONAL POLICY OF INCLUSIVE EDUCATION



EDUCATION/TRAINING



YEAR 2024





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## **H.E. Paul BIYA**

President of the Republic of Cameroon  
*Président de la République du Cameroun*





Chief Dr Joseph **DION NGUTE**

Education occupies a primordial place among the seventeen goals of the 2030 World Agenda for Sustainable Development which was adopted at the United Nations Summit held from September 25 to 27, 2015 in New York. On this occasion, the international community including Cameroon was engaged within the framework of the Sustainable Development Goals N°4 (SDG4) to **“ensure access for quality, equitable and inclusive education for all and promote lifelong learning opportunities.”**

At the continental level, our country has endorsed the African Union’s vision (2063 Agenda) with the aspiration of building an integrated, prosperous and peaceful Africa, led and managed by its own citizens and representing a dynamic force on the international scene. To this end, the agenda in its goal 2, provides for the training of educated citizens and a skills-based revolution on science, technology, and innovation.

At the national level, the Constitution of the Republic of Cameroon in its preamble reaffirms **“the right of the child to education”**. In the same vein, Law No. 98/004 of 14 April 1998 to lay down guidelines for Education in Cameroon in its Section 7 specifies that **“the State shall guarantee equal opportunities for education to all, without discrimination as to sex, political, philosophical or religious opinion,**

**social, cultural, linguistic or geographical origin”**.

Although this right to education has been mentioned over the years in public policies on education and training, it has yet to be fully guaranteed for all children. In this perspective, it is still observed that the enrolment and vocational training of those with special needs remain weak.

This is why the National Development Strategy 2020-2030 (NDS30), based on the Vision of Cameroon’s Emergence by 2035 of the Head of State, His Excellency Paul Biya, makes access, equity and quality priorities in the education and training sector. Its main objective is to eliminate gender inequalities and increase equal access to all learners, including those with special needs at all levels of education and vocational training.

To address this concern, the Government of Cameroon decided to develop a National policy of inclusive education in favour of all categories of persons in general and those with special needs in particular. This policy serves as a guiding instrument or compass in Cameroon for all Ministries and Development Partners involved in inclusive education. As such, it concerns all stakeholders in the private, public, parastatals of the Education, Training Sector and the education community (administrative authorities, local authorities, civil society, non-governmental organizations, parents, elites, and local development associations).

Therefore, I invite public and private authorities, international and national partners and all other stakeholders to take ownership of this policy and get involved in its effective implementation.

Finally, the publication of this Policy document gives me the opportunity to thank all those who elaborated it and to express my gratitude to all our technical and financial partners who, through their actions and collaboration, constantly contribute to the development of the Education and Training Sector.

**The Prime Minister,  
Head of Government**



MINESUP

**Prof Jacques FAME NDONGO**  
*Minister of State, Minister of Higher Education*



MINEDUB

**Prof Laurent Serge ETOUNDI NGOA**  
*Minister of Basic Education*



MINESEC

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*Minister of Employment and Vocational Training*



MINJEC

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*Minister of Youth and Civic Education*



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*Minister of Social Affairs*



MINESEC

**Mr BAYAOLA Boniface**  
*Secretary of State to the Minister of Secondary Education in charge of Teacher Education*



Prof Laurent Serge **ETOUNDI NGOA**  
*Minister of Basic Education*

The National Policy document of inclusive education is the result of a broad collaboration between representatives of ministries of education and training sectors, other partner administrations, international Organisations of the United Nations System, Non-governmental Organisations and the civil society.

The development of this policy initiated by the Ministry of Basic Education in 2015 has gone through several phases including, diagnosis, development, expanded consolidation and validation.

The diagnostic phase consisted of a comprehensive situational analysis of inclusive education in Cameroon. It revealed a set of good practices that influenced the development of this policy.

The development phase resulted in the proposal of a National Policy Document on Inclusive Education.

In the consolidation phase, the paper was enriched by contributions from other sectorial ministries, local authorities, technical and financial partners, private partners and civil society organizations.

Finally, the technical validation phase consisted in submitting the enriched copy to the strategic decision-makers for amendment and adoption.

It should be noted that a multi-sectorial participatory approach led to the final realisation of this Policy Document. However, there were some challenges which included

the complexity in coordinating the synergy of administrations, the mobilization of financial resources within time limit and conflicts in the schedules of various actors.

All these constraints having been overcome with the commitment of all, I avail myself of this opportunity to thank the heads of the ministries who actively participated in the development of this policy for their constructive contributions. I acknowledge with deep appreciation the material and financial support of UNICEF and SIGHTSAVERS.

It is also an opportunity to thank the consultant, Professor IVO LEKE TAMBO and his team for their dedication, quality expertise, availability and high sense of openness.



Dr **ASHERI Vivian KILO**  
*Secretary of State to the Minister of Basic Education*

The commitment of our collaborators and staff at various levels of the sector and partner ministries is highly appreciated.

The realisation of this National policy of inclusive education required the mobilization of a maximum of resources and the collaboration of all actors and partners involved.

I would like to conclude with a heartfelt appeal to all our partners to continue the work that has been so well begun by carrying it through to its effective implementation at all levels.

**The Minister of Basic Education**



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# ABBREVIATIONS, INITIALISMS AND ACRONYMS

ANOR	Standards and Quality Agency
BUCREP	Central Bureau of the Census and Population Studies
CAAP	National Teachers' Resource Unit (MINESEC)
CAST	Centre for Applied Special Technologies
CEFAN	Cameroon Education for All Network
CEP	Certificat d'Etudes Primaires
CERPA	Centre of Applied Pedagogic Research (MINEDUB)
CESAM	Special Education Centre
CGRLAS	General Code of Regional and Local Authorities
CJARC	Young Rehabilitated Blind of Cameroon Club
CMOS	Implementation and Monitoring Committee
CNE	National Centre of Education
CNRPH	National Rehabilitation Centre for People with Disabilities
COFIL	Steering Committee
CRERA	Africa Education and Rehabilitation Research Centre
CRPD	Convention on the Rights of Persons with Disabilities
CSOS	Civil Society Organization
ECAM	Cameroon Household Survey
EFA	Education For All
EMIS	Education Management <b>and</b> Information System
EPR	Pre-referencing team
ESEDA	<b>S</b> pecialized School for Hearing Impaired <b>C</b> hildren
EVH	Child with one or more <b>d</b> isabilities
FSLC	First School Leaving <b>C</b> ertificate

# ABBREVIATIONS, INITIALISMS AND ACRONYMS

GCE	General Certificate of Education
GESP	Growth and Employment Strategy Paper
GPE	Global Partnership for Education
GPHC	General Population and Housing Census
GPS	Global Positioning System
HCR	United Nations High Commissioner for Refugees
IBE	International Bureau of Education (UNESCO)
ICE-CF	The International Classification of Functioning, Disability and Health
ICTs	Information and Communication Technologies
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
IEP	Individualized Education Plan
ILU	Individual Learning Unit
INS	National Institute of Statistics
MINAS	Ministry of Social Affairs
MINAT	Ministry of Territorial Administration
MINCOM	Ministry of Communication
MINDDEVEL	Ministry of Decentralization and Local Development
MINEDUB	Ministry of Basic Education
MINEFOP	Ministry of Employment and Vocational Training
MINEPAT	Ministry of Economy, Planning and Regional Development
MINESEC	Ministry of Secondary Education
MINESUP	Ministry of Higher Education
MINJEC	Ministry of Youth Affairs and Civic Education

# ABBREVIATIONS, INITIALISMS AND ACRONYMS

MINJUSTICE	Ministry of <b>J</b> ustice
MINPOSTEL	Ministry of Posts <b>a</b> nd <b>T</b> elecommunications
MINPROFF	Ministry of Women’s <b>E</b> mpowerment <b>a</b> nd the Family
MINSEP	<b>M</b> inistry of Sports and Physical Education
MSEF	<b>M</b> inistries <b>i</b> n charge of the Education and Training Sector
NDS30	<b>N</b> ational Development Strategy 2020 – 2030
NGO	<b>N</b> on-Governmental Organization
OEV	Orphans and Vulnerable <b>C</b> hildren
OPDs	Organizations of Persons <b>w</b> ith <b>D</b> isabilities
PEZ	Priority <b>E</b> ducation Zone
PIB	<b>P</b> ublic <b>I</b> nvestment Budget
PIT	Indigenous and Tribal <b>P</b> eople
PM	Prime Minister
PROMHANDICAM	Association to Promote People <b>w</b> ith <b>D</b> isabilities in Cameroon
PTA	<b>P</b> arents- <b>T</b> eachers Association
RLAs	<b>R</b> egional and Local <b>A</b> uthorities
RTI	Response to the <b>i</b> ntervention
SDGs	Sustainable Development Goals
SENTTI	<b>S</b> pecial Educational Needs Teachers’ Training Institute
SGE	Secondary <b>G</b> eneral Education
SSEF	Education <b>a</b> nd Training Sector Strategy
STTP	Sightsavers’ Teacher Training Pack
SWEDD	Sahel Women Empowerment and <b>D</b> emographic Dividend
TFPs	Technical and Financial <b>P</b> artners

# ABBREVIATIONS, INITIALISMS AND ACRONYMS

TTC	Teachers' Training Colleges
TVE	<b>T</b> echnical and Vocational Education
UDL	<b>U</b> niversal Design for Learning
UNDP	United Nations <b>D</b> evelopment Programme
UNDRIP	United Nations <b>D</b> eclaration on the Rights of Indigenous <b>P</b> eoples
UNESCO	United Nations Educational, Scientific and Cultural <b>O</b> rganization
UNICEF	United Nations Children's <b>E</b> mergency Fund
UNO	United Nations <b>O</b> rganization
UN	United Nations



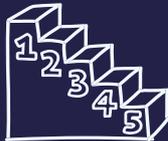
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Sign language

Bonus

Indicators

DEFINITION

OF KEY

CONCEPTS



Aids

Inclusion

Barriers

Segregation

Results

Adaptation



Braille Integration

Handicap Process

## **Adaptation:**

Changes in education and training environments, education and training curricula, and assessments to enable learners with special needs to participate in the teaching-learning process without distorting it.

## **Aids:**

Resources and strategies to ease the development of persons with special needs, their education, interests, personal growth and well-being. Aids can also be forms of assistance that education and training institutions, teachers and trainers receive in the implementation of inclusive education.

## **Material aids:**

Equipment or assisted devices used to increase, maintain or improve the functional capacity of a persons with special needs. These aids increase the ability of persons with special needs to live in society in an active and more independent manner.

## **Barriers:**

Factors in a person's environment that, through their absence or presence, limit functioning and create a disability. These include aspects such as a physical environment that is inaccessible, lack of relevant assistive technology, and negative attitudes of persons towards special needs, as well as services, systems and policies that are either non-existent or that hinder the involvement of all persons with special needs in all areas of life.

## **Special/Specific/Particular Educational Needs:**

Requirements for persons with special needs who need additional support and adapted teaching methods for their participation in an education and/or training program in order to achieve the learning objectives of that program. This education and/or training

program must meet their needs by providing specific resources (specialized personnel, equipment and/or materials...), education and/or training content with adapted learning objectives. These requirements may relate to social barriers, medical or cognitive difficulties.

## **Bonus:**

A strategy for managing the learning of gifted/talented individuals in situations where there is a lack of accelerated curriculum. This strategy provides faster learners with additional learning activities while remaining in the same classroom with their peers. (This term does not appear much in the text)

## **Braille:**

A tactile reading and writing system for persons with visual impairment. It is based on raised dots that can be read with the fingers by blind or persons with visual impairment. Braille can be read by teachers, trainers, parents, and people with no vision problems. Braille is not a language, but a code by which languages can be written and read.

## **Curriculum compacting:**

A curriculum implementation strategy for enabling learners who demonstrate mastery at the beginning of a learning unit, module or syllabus to work on new and more challenging learning tasks through alternative learning activities. A procedure used in managing learners with special gifts and talents in school systems that have accelerated education and training programmes. Accelerated programmes allow learners to skip grades and class levels or enter the next level of the education system earlier than their peers.

## **Impairment:**

Long-term or permanent loss or reduction of physical, mental or sensory function due to physical or social barriers.

# DEFINITION OF KEY CONCEPTS

## **Specialized School:**

A specially designed school with specific facilities that accommodate learners with acute disabilities.

## **Inclusive education:**

A type of education/training that allows the diversity of needs of all learners to be taken into account in the teaching-learning process or training in order to reduce any form of exclusion. It involves transformations and changes in the content of teacher training and curriculum, approaches, structures and strategies, based on a common vision that includes all learners of the target age group, and on the conviction that it is the responsibility of the state to educate all children.

In inclusive education, all children, no matter who they are, have access to education and training. They are brought together to learn in an inclusive environment, using education and training programs and pedagogic or andragogic methods/equipment/materials adapted to their needs. They are supervised by teachers trained in inclusive education and qualified resource persons.

## **Specialized education:**

A type of education or training that addresses the needs of learners with special needs. They may have special needs, because they have some disabilities, impairments, gifts and talents or placed at risk.

## **Curriculum development:**

The process of providing education or training programmes. As used in this policy, it refers to the elaboration work that is done at different levels to enhance the components that have been specified in the design to meet the aspirations of persons with special needs.

## **Persons with Special/specific/particular Education Needs:**

Persons with disabilities and vulnerabilities.

## **Differentiated Teaching:**

Pedagogy that allows the teacher or trainer to adapt his or her teaching methods and content to the different learners.

## **Disability:**

Loss or limitation of opportunities to take part in the ordinary life of the community on an equal level with others. Persons with a disability are “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder the full and effective participation in society on an equal basis with others” (UNCRPD, 2006, Article 1). According to the UNCRPD, a disability is caused by the interaction of two factors: (1) the physical, mental, intellectual or sensory impairments of the person with a disability, and (2) the various barriers (particularly negative attitudes) which prevent that person from active participation in society.

## **High frequency (incidence) disabilities:**

Disabilities that are common but not easily noticeable in learning or training structures. They are relatively mild and constitute the vast majority of disabilities among learners. Some examples are: Learning disabilities, intellectual disabilities, emotional/behavioural disabilities, and speech/language impairments.

## **Low frequency (incidence) disabilities:**

Disabilities that are easily noticeable in learning or training structures and constitute a small percentage. These include physical and sensory impairments (e.g., hearing and visual impairments).

## **Inclusion:**

The act of bringing all learners together in the same learning environment. The act of bringing all learners together in the same learning or training environment regardless of their conditions. In this perspective, cultures,

policies and practices in education and training institutions should be adapted to accommodate the needs of different learners. Inclusion is linked to the vision that individual life at the education and training institution should be organized so that people, regardless of their differences, have a sense of belonging, the opportunity to work, play, interact, learn, and become what they are capable of becoming.

## **Indicator:**

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A specific observable and measurable quantity or information that can be used to show change or progress toward a specific outcome by a program. This policy will involve four types of indicators that can be used to verify whether policy decisions and strategies are being or have been achieved. These are:

1. Input indicators: these relate to the resources needed to implement the policy provisions identified;
2. Process indicators that relate to the planned actions, activities, tasks, or events that are essential to the implementation of the defined policy provisions;
3. Performance indicators: these are the countable outputs that are the result of actions, activities, tasks, or events undertaken by staff in implementing defined policy provisions;
4. Outcome indicators: they show the positive changes or results of the client (e.g., learners, teachers, etc.) obtained as a result of the implementation of the defined policy provisions.

## **Integration:**

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An educational practice in which learners with and without disabilities are all brought together in the same learning or training environment, but no special provisions are made in terms of school infrastructure, teaching materials, teaching staff, or teaching/learning strategies to accommodate the specific needs of learners with disabilities. These learners are expected to adapt to the school's culture instead of the school adapting its culture to their needs.

## **Education and training institution:**

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Educational or training structure. It refers to day care centres, pre-schools, primary school, high schools, universities, vocational training centres, functional literacy centres...

## **Inclusive education and training institution:**

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An educational or training structure or place in which all learners, including those with disabilities, can learn and participate meaningfully together in accordance with the principles of inclusive education.

## **Sign Language:**

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A manual language with its own grammar used in communication by people with a hearing impairment.

## **Activity Limitations:**

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Difficulties that an individual may experience in performing activities (CIFCF, 2007).

## **Ministries/ Ministers of the Education and Training Sector (MSEF):**

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The Ministry of Basic Education, the Ministry of Secondary Education, the Ministry of Employment and Vocational Training, the Ministry of Youths Affairs and Civic Education, the Ministry of Scientific Research and Innovation and the Ministry of Higher Education.

## **Socially vulnerable persons:**

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Persons who are unable to protect themselves due to a given situation such as: age, illness, infirmity, physical or psychological disability or pregnancy, internally displaced, refugees, albinos, street children, dwarfs, persons with minority backgrounds, girl-child... (penal code, section 434-3)

## **Individualized Education Plan (IEP):**

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A written, individualized plan listing the special education and training related services learners with disabilities will receive to address their unique strengths and challenge.

# DEFINITION OF KEY CONCEPTS

## **Process:**

A set of actions, activities, and tasks carried out to achieve an objective and fulfil the related policy statement.

## **Inclusive education program:**

An education or training program that takes into account the needs of all learners.

## **Participation Restrictions:**

Difficulties that an individual may have when engaging in real-life situations. The presence of a participation limitation is determined by comparing an individual's participation to that expected in such a culture or society from an individual with no activity limitation (ICF-CF, 2007).

## **Outcome:**

A describable or measurable change resulting from a cause-and-effect relationship. This

change may refer to a state of the target population or social condition that a program (or policy) is expected to change (Rossi, Lipsey & Freeman, 2004; p.429).

## **Segregation:**

The practice of separating groups of people from the majority because of their disabilities or differences. Special facilities often admit these people on the basis of their specific differences, thereby segregating them.

## **Assistive Technologies:**

Audio-visual and online devices that can be used to enhance the teaching/learning and training processes for learners with disabilities. These include computers with software, adaptive keyboards, amplification devices, text telephony, video tapes, DVDs, captioned television programs, reading and writing software, magnifying glasses, etc.



As part of the search for the achievement of the **SDG4** and the missions devolved to the Education and Training Sector by the **NDS30**, notably the development of human capital, Cameroon has decided to adopt a long-term Vision for the Promotion of Inclusive Education, with the ambition of increasing the enrolment and training of citizens in general and those with a special needs in particular. Specifically for the latter category of people, the aim is to ensure that by 2027 at least 25% of people with special needs receive an equitable, inclusive and quality education, as well as the development of professional skills and lifelong learning opportunities in an adapted, healthy, safe and protective environment.

Through this proactive Vision, the government intends to:

## 01

improve access and social protection of persons with special needs to education and training institutions in a safe, healthy and protective environment by putting in place a mechanism to ensure access to education and training for all categories of the population;

## 02

increase the participation of persons with special needs in teaching-learning and training processes, assessment systems, co-curricular and extra-curricular activities.

## 03

improve governance and develop partnerships to optimize the implementation of the national policy of inclusive education.

Prior to the implementation of this inclusive education approach, 70 government primary schools were transformed into inclusive pilot schools at the level of the Ministry of Basic Education in the 10 regions of Cameroon. This decision was inspired by the field experiences conducted by SIGHTSAVERS at the primary and secondary levels in 2 regions of Cameroon.

The current phase intends to move to the stage of a progressive generalization in accordance with the development plan of the provision of inclusive education and training by sector from 2024 to 2028 available in the second part of this document.

Methodologically, this policy is the result of a combination of technical exercises marked by an assessment of the current state of affairs, a review of the policy's basic document and multi-sectorial meetings. These activities involved experts from the ministries concerned such as the Ministry of Basic Education (MINEDUB), the Ministry of Secondary Education (MINESEC), the Ministry of Higher Education (MINESUP), the Ministry of Employment and Vocational Training (MINEFOP), the Ministry of Youth Affairs and Civic Education (MINJEC), the Ministry of Social Affairs (MINAS), the Ministry of Women's Empowerment and the Family (MINPROFF).

# EXECUTIVE SUMMARY

The consultations were also extended to the parastatal administrations concerned (BUCREP, INS, CVUC), to the Technical and Financial Partners (UNICEF, UNESCO, SIGHTSAVERS and Plan International) and to Civil Society Organizations (CJARC, CESAM-CRERA, PROMHANDICAM, SENTTI, CEFAN, Plan International).

## 01 LITERATURE REVIEW

The review of various demographic documents and sectorial actions allowed us to establish a target population for which a minimum coverage of 25% is the performance threshold. The basis for this projection is the document review, which indicates a proportion of 1.8% of orphans and vulnerable children (OVC) in primary school and 1.5% in secondary school.

## 02 OVERALL POLICY DIRECTION

The implementation of the above vision will be based on 3 strategic axes: Access, Quality and Governance. The pedagogic/andragogic model chosen refers to the placement of the learner in a regular classroom/training room/workshop with the assistance of a specialized trainer. This model results in the establishment of a pedagogic/andragogic team.

### 2.1 Access

This strategic axis handles the issue of structural transformation of the education and training environment, which should lead to the resolution of problems such as the difficult accessibility of schools to persons with special needs and their social protection. The main activities targeted are the identification and mapping of persons with special needs, the development of the physical environment of education and training structures and community mobilization.

### 2.2 Quality

The implementation of the inclusive education policy in terms of quality refers to the improvement of the participation of persons with special needs in the teaching, learning and training processes, evaluation systems, co-curricular and extra-curricular activities. This involves the following activities:

- ▼ Adapting training programs and reference materials;
- ▼ adapting the initial and in-service training system for personnel;
- ▼ adapting the evaluation system;
- ▼ adapting the teaching materials;
- ▼ establishing a research framework for inclusive education practice;
- ▼ developing digital learning and training tools;
- ▼ adapting the teaching-learning environment;
- ▼ Setting-up necessary facilities for effective participation of persons with special needs in co-curricular and extra-curricular activities.

### 2.3 Governance

This strategic axis aims to:

- ▼ establish the legislative and regulatory framework for inclusive education in Cameroon;
- ▼ develop the human resources needed for inclusive education and training;
- ▼ formalize partnerships with a view to financing this policy through various agreements;
- ▼ improve the collection of statistical data on inclusive education.

## 03 INCLUSIVE EDUCATION, TRAINING AND EMPLOYABILITY

The aim here is to develop a policy of inclusive education, by the end of which all young people, without discrimination, should be socially integrated, competent and capable of accessing a decent job.

## 04 BUDGETARY FRAMEWORK

The framework allows for an analysis of the cost implications of the actions inscribed in the policy. The cost estimates per action are as follows:

- ▼ Improving access and social protection of persons with special needs to education and training institutions:  
**CFA 27 486 225 000 Francs;**
- ▼ Increasing the participation of persons with special needs in teaching-learning and training processes and in evaluation systems:  
**CFA 77 970 400 000 Francs;**
- ▼ Improving governance and developing partnerships  
**CFA 12 157 250 000 Francs;**
- ▼ For a total cost of  
**CFA 117 613 875 000 Francs.**

## 05 FINANCING, STEERING AND MONITORING/EVALUATION OF THE POLICY

The plan of financing this inclusive education policy provides two types of funding: public and private funding. Public funding will be mobilized to the tune of 70% by each sectorial ministry and the local authorities concerned. Private funding will be mobilized to the tune of 30% and will be made up of contributions from Technical and Financial Partners, bilateral and multilateral cooperation and Civil Society Organizations.

To optimize its implementation, the Government will set up a steering committee chaired by the Prime Minister, Head of Government, with the sectorial ministers concerned as members. This committee will be responsible for: validating the annual and three-year action plans of the key actors, evaluating the implementation of the policy and validating the policy's funding plan. The steering committee will be assisted by an implementation and follow-up committee headed by the Minister of Basic Education and has as members, the Secretaries Generals of the sectorial ministries. This committee which is the technical organ for the follow-up of the implementation process of the said policy, will also be assisted by a Technical Secretariat.





Law No. 98/004 of 4 April 1998 on the Orientation of Education in Cameroon stipulates in its article 15 that: (1) the education system is organised into two sub-systems, English and French languages, by which the national option of biculturalism is reaffirmed and (2) the above-mentioned educational sub-systems coexist, each with its own specificities in the methods of evaluation and certification. The Education and Training Sector is governed by several ministries: the Ministry of Basic Education in charge of Preschool Education, Primary Education and Literacy centres; the Ministry of Secondary Education taking care of General Secondary Education, Technical and Vocational Secondary Education and Teacher Education; the Ministry of Employment and Vocational Training in charge of vocational training; the Ministry of Higher Education, in charge of university studies; the Ministry of Youth

and Civic Education. Apart from these five ministries, other ministries also contribute to education, training and supervision of young people and adults, such as the Ministry of Social Affairs and the Ministry of Women Empowerment and the Family.

The general context of education in Cameroon is influenced by several aspects.

## DEMOGRAPHICALLY,

based on the Central Office of Census and Population Studies (BUCREP) analyses and projections, Cameroon's population has been growing at an average annual rate of 2.5% since 2005, rising from 17 463 836 inhabitants in 2005 to around 22 179 707 and 26 765 510 inhabitants in 2015 and 2021 respectively. The population is expected to reach 27 538 142 in 2025.

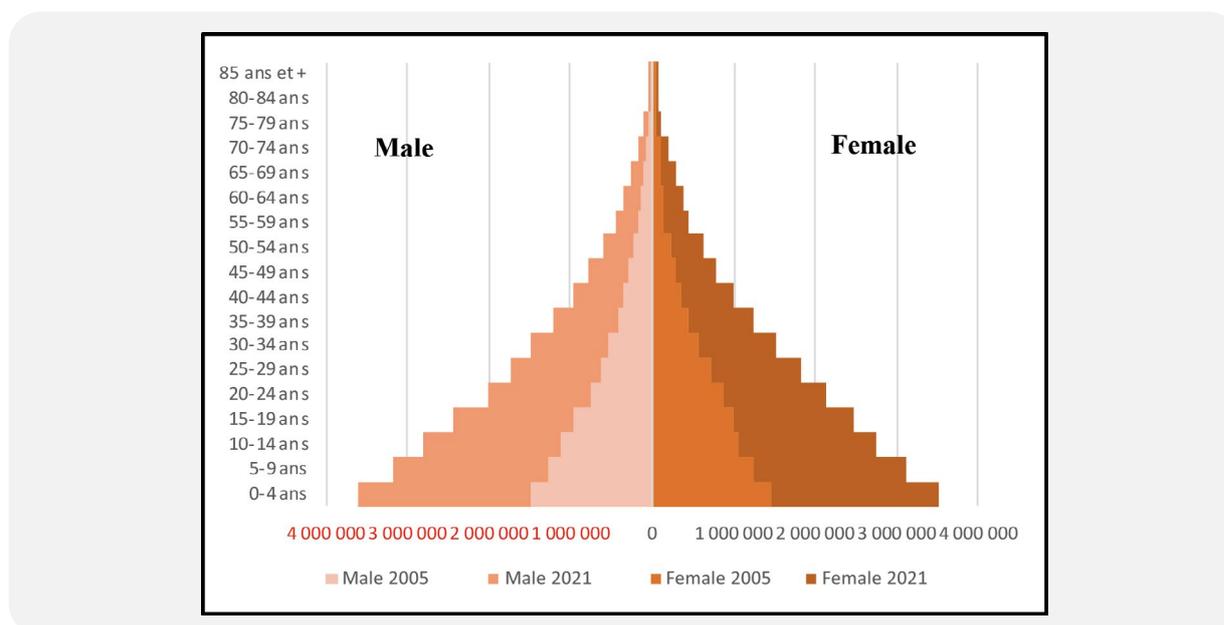
**Table 1:** Demographic projections of the Cameroonian population by gender from 2005 to 2025 (BUCREP, 2015)

Years	2005	2015	2020	2021	2025
Population	17463836	22179707	26133018	26765510	27538142
Men	8632036	11224693	13229669	13207346	13601661
Women	8831800	10955014	12903349	13558164	13936481
Average annual growth rate (%)	2.8	2.8	2.5	2.4	2.0
Percentage of the female population	50.6 %	50.6%	50.6 %	50.6 %	50.6 %

An analysis of the age structure of the Cameroonian population reveals an extremely young population. The age pyramid is characterised by a very broad base and a gradual and regular narrowing as age advances. Figure 1.1 shows the continued widening of the age pyramid between 2005 and 2021.

# INTRODUCTION

**Graph 1:** Population pyramid of Cameroon from 2005 to 2021 (BUCREP, 2015 and authors' calculations)



Furthermore, Figure 1.1 shows that in 2021, children under 15 years old represented 41.8% of the population, and 69.7% for those under 30 years old. The school-age population (4-23 years) represented 53% of the population for an estimated total population of 13.2 million in 2021 compared to 9.4 million in 2005, which corresponds to an average annual growth of 2.3%. These figures indicate, on the one hand, the significant weight of children

and young people to be educated by the adult population of working age, which in fact provides the financing, and on the other hand, the demographic weight that this age group exerts on the education system in terms of school provision. Of this population, almost 48% are potentially destined for pre-school and primary school. According to BUCREP projections, it will reach almost 14.4 million by 2025.

**Table 2:** Projections of school-age population by age group, from 2005 to 2025 (BUCREP 2015 and author's calculations)

Years	2005	2016	2019	2020	2021	2025
<b>Overall population</b>	17766561	23642403	24348251	24910305	26765510	27840083
4-5 years old	1070305	1381448	1460752	1471633	1500807	1627694
5 years old	525360	689722	726928	728745	737171	804455
6 years old	508299	662762	702097	724006	725281	787374
6-11 years old	2860362	3751081	3990926	4079462	4148953	4460340
11 years old	450199	607295	623989	642144	651102	710953

According to Tchombe (2017), Cameroon has 1 600 000 people with one or more disabilities and with special educational or training needs. To summarise this point and in order to maintain the current coverage and keep

the same schooling conditions, the education system must increase its intake capacity at the same rate as the growth of the school-age population.

## **SOCIALLY,**

poverty is a major obstacle to schooling. Despite a slight reduction from 39.9% in

2007 to 37.5% in 2014, the incidence of poverty varies hugely depending on the place of residence. In urban areas, the poverty rate has dropped significantly from 12.2% in 2007, to 8.9% in 2014. In contrast, the poverty rate increased in rural areas from 55.7% to 56.8% in the same period. Furthermore, 9 out of 10 people living in poverty live in the rural area. Regional disparities can also be noted. The Far-North, the North, the North-West and the Adamawa regions are the poorest in the country, with 74.3%, 67.9%, 55.3%, and 47.1% poverty rates respectively.

Furthermore, based on the third national census, 74.8% of people with disabilities do not go to school because of (1) the acute shortage of means of transport to school and other places; (2) the unsuitability between teachers training programmes and the needs of children with disabilities; (3) the scarcity and high cost of specialised didactic materials; (4) the scarcity of specialised teachers; (5) the inappropriate accommodation of learners with disabilities during exams, and (6) the poor visibility or inexistence of specialised and inclusive public schools (MINESUP, 2015, p.28).

Even with a completely free education, schooling the socially vulnerable population remains a challenge. In fact, besides direct costs of education, the costs of opportunities related to the education of those learners, the inappropriateness of the educative environment, and socio-cultural traditions should be taken into account to reach a quality inclusive education.

## **POLITICALLY,**

the acceleration of decentralisation in Cameroon during the past ten years has led to the creation in 2018, by Decree N° 2018/190 of 02 March 2018, of the Ministry in charge of Decentralisation and Local

Development (MINDDEVEL), and in 2019 Law N° 2019/024 of 24 December 2019 to institute the General Code of Regional and Local Authorities (CGRLAS). That law has enabled the effective transfer of 63 competences to councils and regions, in the domains of economic, health, social, education, sport, and cultural development. Article 161 states the competences transferred to councils in terms of education, namely the creation of schools in accordance with the school mapping, the management, the equipment, the construction, the up-keeping and maintenance of pre-schools and primary schools.

## **FROM A HUMANITARIAN PERSPECTIVE,**

Cameroon is hit by multiple crises. This decade has been marred by: (i) attacks from Boko Haram in the northern regions; (ii) an influx of refugees from the Central African Republic and other fragile or war-torn states, and (iii) a security crisis in the North-West and South-West regions. According to OCHA (2019), more than 4 million people need humanitarian assistance, and more than one million of them are victims of forced displacements. The impact of those crises has deepened the existing spatial inequalities. The pressure on resources and services in regions that were already very poor and underserved has increased. Populations in the host regions have urgent needs, namely the needs for physical security, food security, and access to basic social services such as health and education.

Despite efforts from the government and its partners to provide a quality education in a secured, safe, and protective environment, the absence of national policy of inclusive education creates disorder in the management of persons with special needs. As a result of this situation, there is a lack of a national vision that would help follow the same objectives through a common implementation strategic plan, and a timely monitoring-evaluation mechanism.

Based on this observation, the government of Cameroon, through the ministries in charge of the education and training, with the support

# INTRODUCTION

of technical and financial partners, Local Decentralised Authorities, private partners, and civil society organisations, has committed to draw this National policy of inclusive education.

**In short, this Document is made up of three parts:**

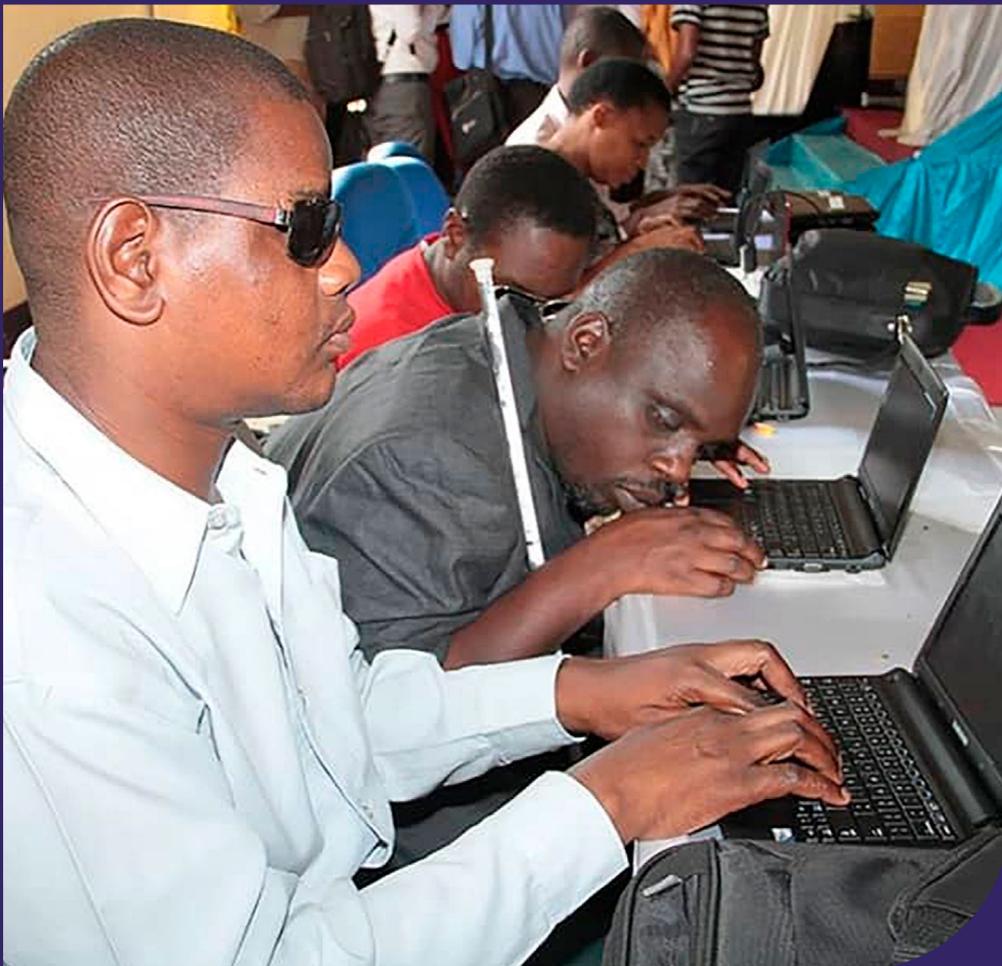
**01** The first part, entitled **conceptual framework**, focuses on the situational analysis of inclusive education in Cameroon, pointing out the stakes and challenges to be addressed;

**02** The second part, entitled **strategic framework**, sets out the vision and objectives of the National policy of inclusive education, as well as its axes of intervention;

**03** The third part, entitled **operational framework for the implementation**, outlines the cost of tasks, activities, and actions selected for the first five years, the financing plan, the implementation plan, and the monitoring-evaluation plan.

# SECTION I

# CONCEPTUAL FRAMEWORK





# CURRENT STATE OF INCLUSIVE EDUCATION

The current state of inclusive education is obtained through three major elements which are increased access and social protection of persons with special needs to education and training institutions; improvement of the participation of persons with special needs in teaching-learning and training processes and evaluation systems; and improvement of governance and partnership development. The above salient observation points out the lack of statistical data and information on learners with special needs.

## **1.1. Issue of Increased Access and Social Protection of Persons with Special Needs to Education and Training Institutions**

Three types of disabilities determine the various forms of inclusive education, namely: biological disability, disability related to learning difficulties, and social and cultural disability. As regards the biological disability, the World Health Organisation (WHO) indicates that at least 15% of world's population have disabilities (WHO report, 2011).

Furthermore, the World Bank report (2008) indicates that there are about 650 million people with disabilities worldwide, and 80 million of them live in Africa. Based on WHO estimation (2011), Cameroon has about 1.6 million people with disabilities that is about 8% of its population. People with visually impairment represent the majority of those, with about 6,000 cases (Tchombe, 2017).

Besides, according to the 3rd General Census of People and Housing (3rd GPHC), there are 2910000 people with disabilities in Cameroon; 74.8% of people with disabilities do not go to school, according to the National Institute Statistics (NIS). The reasons being the acute

lack of transportation means to school and other places, the absence of modules on disabilities in initial training programmes, the scarcity and high costs of specialised didactic materials, the scarcity of specialised teachers, the inappropriate accommodation for learners with disabilities during exams, the poor visibility or inexistence of specialised and inclusive education public schools (MINESUP, 2015).

This first aspect of the diagnosis focuses on elements related to the situation in public administrations intervening in the education sector, the promotion of gender equality and protection of learners, as well as the development of an inclusive educational environment.

## **1.2. State of Inclusive Education in Ministries**

The issue of lack of data on the categories of disabilities in educational and training institutions in Cameroon has been raised in numerous forums on inclusive education. However, no adequate measure has been taken by the designated institutions to solve that issue. Tchombe's study on the "analysis of inclusive education in Cameroon" (2017), commissioned by MINEDUB, provides data collected from various sources, namely the World Health Organisation, the World Bank, and the Ministry of Social Affairs (MINAS). By examining the statistics published in 2010 by that ministry, the study indicates that there were 47 special institutions, which recorded 3,992 people with various disabilities, distributed as follows:



# 1 552

with physical  
disability;



# 106

with mental disability;



# 883

with hearing  
disability;



# 1070

mixed (not clearly  
defined).



# 281

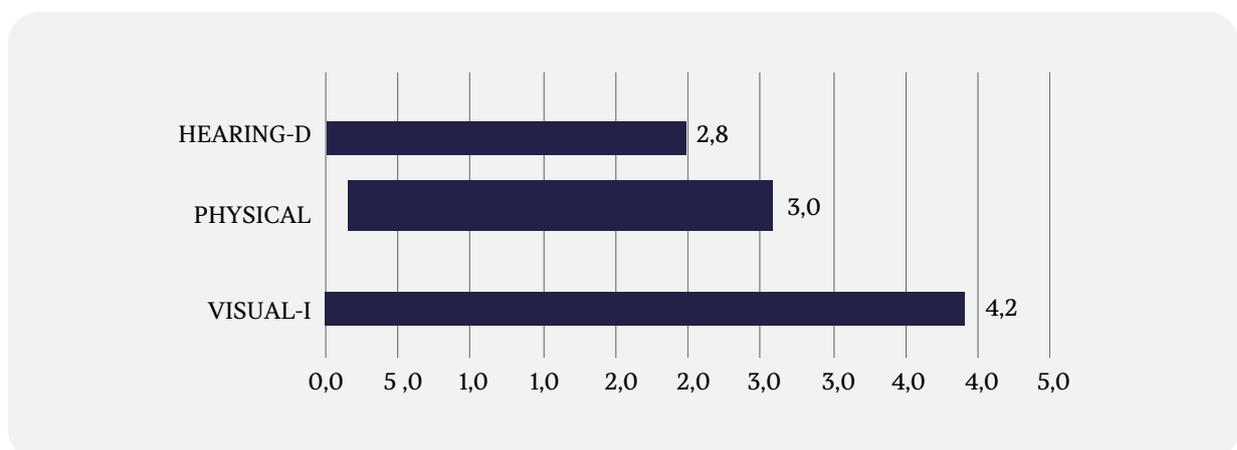
with visual  
impairment;

The following paragraphs present the situation specific to each ministry involved in the education and training sector.

### I.2.1. State of Inclusive Education at the Ministry of Basic Education

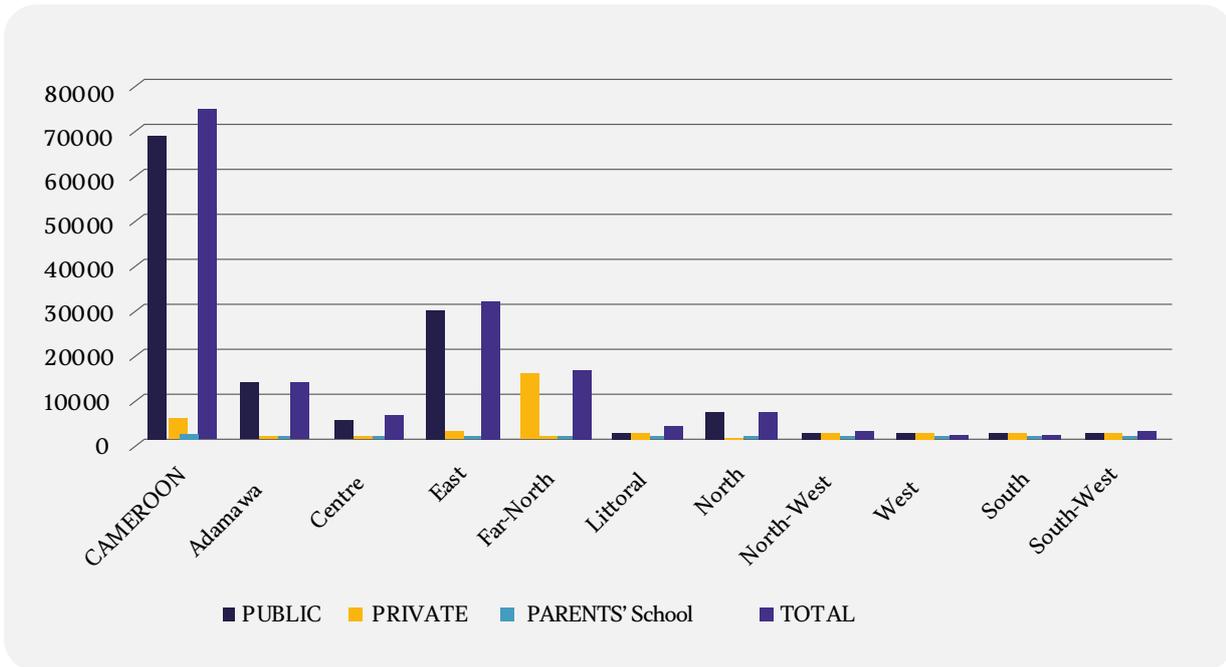
As per the results of the school data census carried out in 2020-2021, inclusive schools have children with disabilities, minorities, refugees and internally displaced persons, among others. Its ambition is to fully develop each individual's potential. The ultimate objective of this approach is to curb any form of discrimination, and foster social inclusion and cohesion.

**GRAPH 2:** *Distribution of primary school pupils by type of disability (MINEDUB, 2021)*

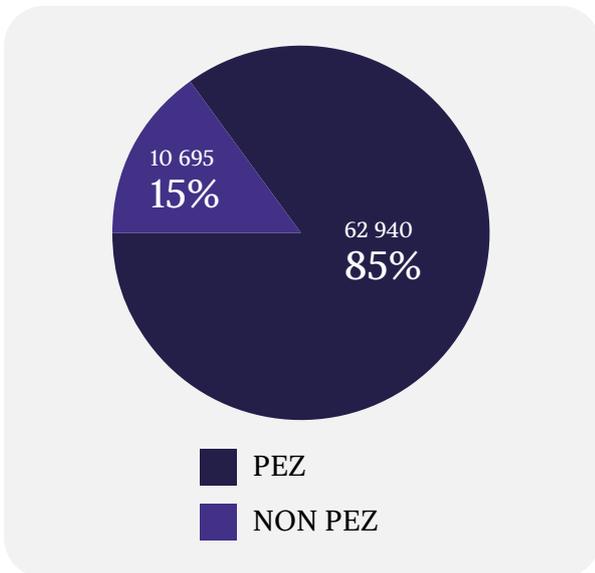


In 2020/2021, 10,311 children with disabilities have been identified in the primary school population: Out of 20 pupils with a disability, 9 are with visual impairment. In addition, those who are physically challenged and those with hearing impairment represent 31.0% and 24.8% respectively.

**GRAPH 3:** Distribution of refugees enrolled in primary schools in 2020/2021 by region and by level of education (MINEDUB, 2021)

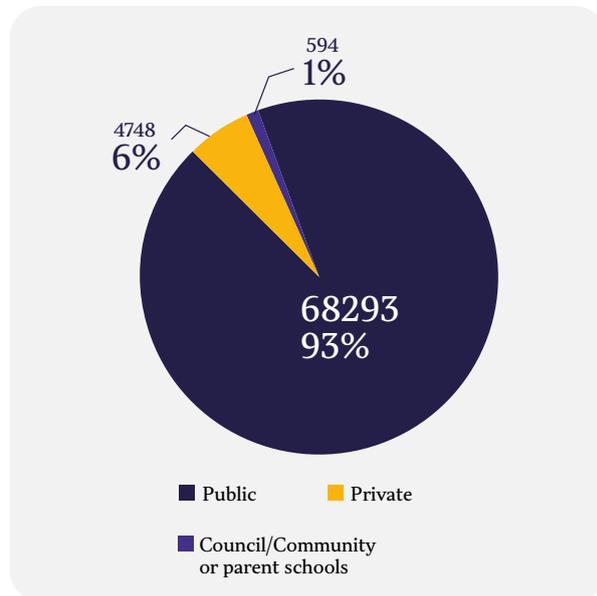


**GRAPH 4:** Distribution of refugee pupils by education zone (MINEDUB, 2021)



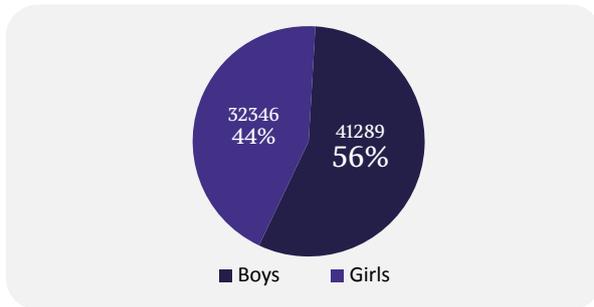
In general, Cameroon received more refugee children enrolled in primary schools located in Priority Education Zones (PEZs), which are the East region (30191 children), the Far North (14812 children), Adamawa (12314 children) and the North (5623 children), representing 85.48% of all refugees attending school.

**GRAPH 5:** Distribution of vulnerable pupils by sector of education (MINEDUB, 2021)



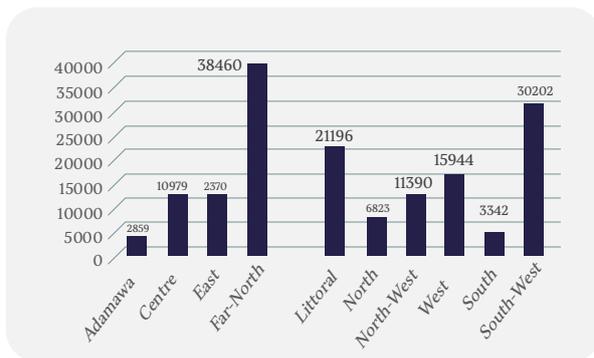
In general, public primary schools account for about 93% of refugee pupils, while private schools account for 6% and community preschools for 1%.

**GRAPH 6: Distribution of vulnerable learners by gender (MINEDUB, 2021)**



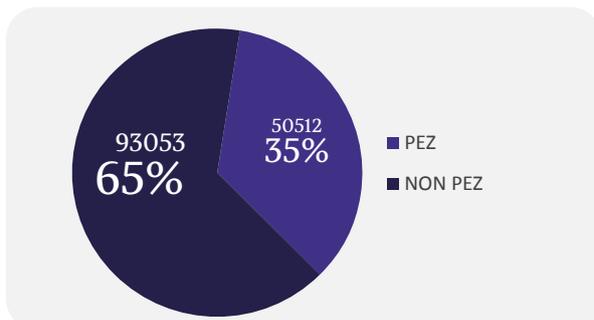
In terms of gender, there are more male refugee pupils, accounting for 56.1% of all refugee pupils.

**GRAPH 7: Distribution of internally displaced pupils by region (MINEDUB, 2021)**



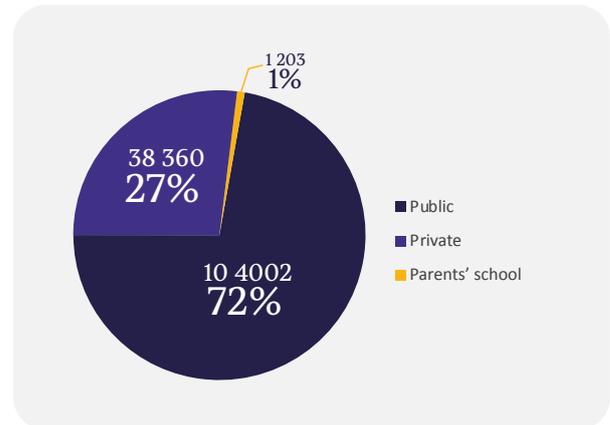
A large influx of internally displaced pupils enrolled in primary school is recorded in the Far North (26.8%), South West (21.0%), Littoral (14.8%) and West (11.1%) regions; these four regions account for slightly more than half of the national number of IDPs enrolled in school, representing 73.7% of all internally displaced pupils.

**GRAPH 8: Distribution of internally displaced pupils by education zone (MINEDUB, 2021)**



Furthermore, it can be seen that internally displaced pupils are more present in regions outside the PEZ, with 93,053 internally displaced pupils, or 64.8% of the total. Boys account for 52.1% of the total.

**GRAPH 9: Distribution of internally displaced pupils by level of education (MINEDUB, 2021)**

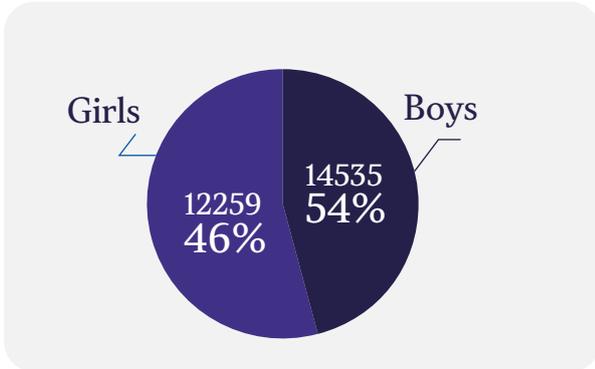


Of the 143,565 internally displaced pupils enrolled in primary schools nationwide, 72.4% are in public schools, 26.7% in private and 0.8% in parents' schools.

### 1.2.2. State of Inclusive Education in the Ministry of Secondary Education

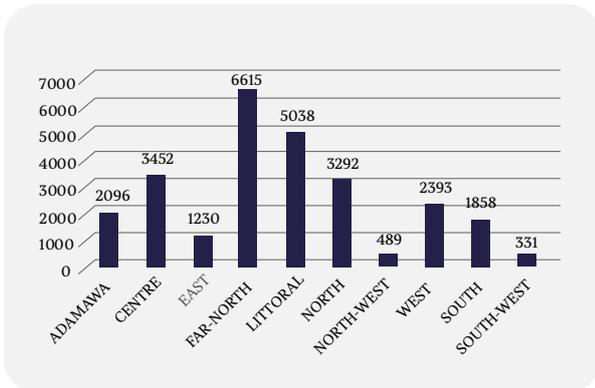
In the Secondary Education sub-sector, vulnerable children (orphans, persons with disabilities, refugees and internally displaced persons) are found in General Secondary Education, Technical and Vocational Secondary Education, and Teacher Education. The tables below highlight the situation of these vulnerable children.

**GRAPH 10:** Distribution of vulnerable students in SGE and public and private TVE by gender (MINESEC, 2019)



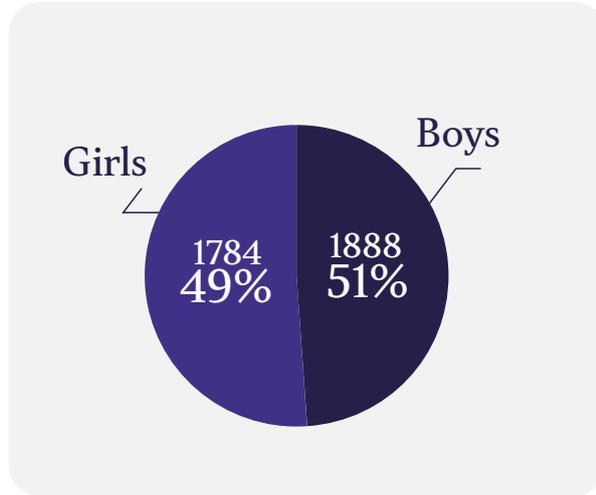
According to MINESEC’s 2017-2019 Analysis Report, there were 26794 orphans in schools, including 12259 girls and 14535 boys.

**GRAPH 11:** Distribution of the number of vulnerable students in ESG and public and private TVE by region (MINESEC, 2019)



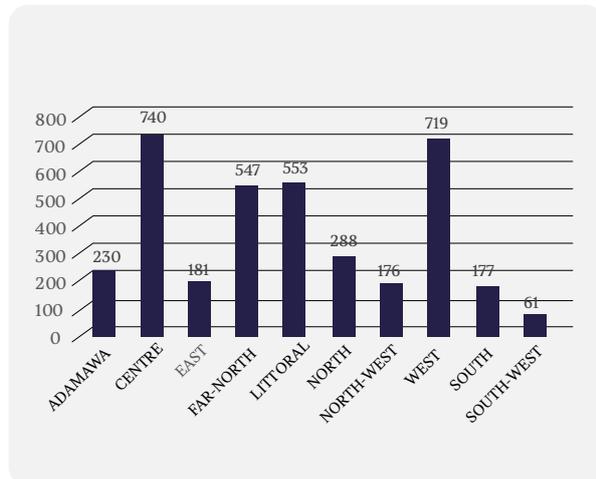
There are regional disparities: the Far-North and Littoral regions are in the lead with 6615 and 5038 orphans in schools respectively. The North-West and South-West regions are the least affected, with 489 and 331 orphans enrolled in schools respectively.

**GRAPH 12:** Distribution of students with disabilities in the public and private SGE and TVE by gender (MINESEC, 2019)



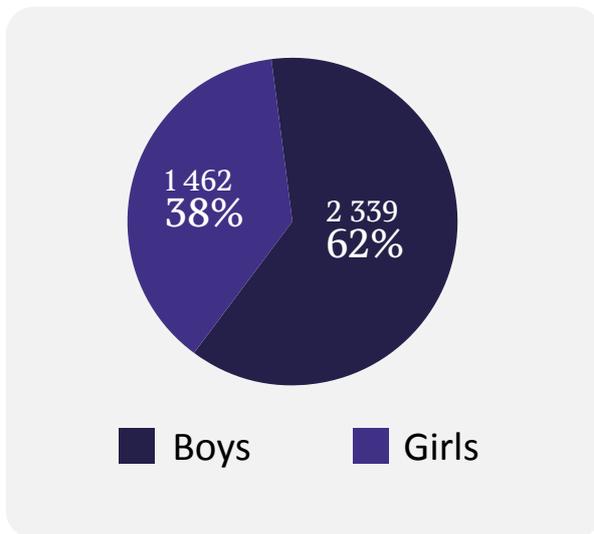
As for learners with disabilities, the same report reveals that there are 3672 of whom 1784 are girls and 1888 are boys.

**GRAPH 13:** Distribution of the number of students with disabilities in public and private SGE and TVE by region (MINESEC, 2019)



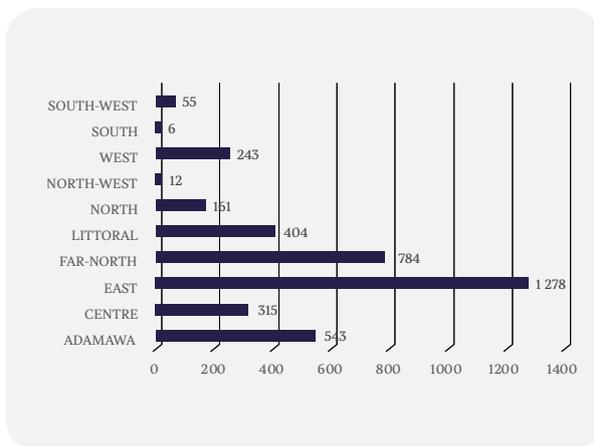
At the regional level, the phenomenon seems to be higher in the Centre and West regions, where there are 740 and 719 learners with disabilities respectively. The South West region appears to be the least affected, with only 61 learners with disabilities.

**GRAPH 14:** Distribution of refugee students in public and private SGE and TVE by gender (MINESEC, 2019)



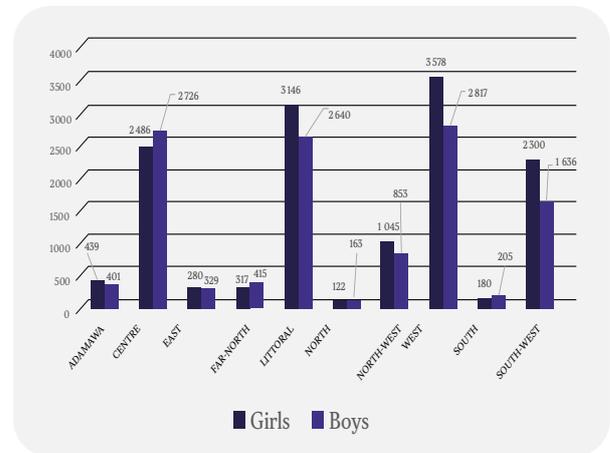
According to MINESEC’s 2017 - 2019 analysis report, MINESEC’s private and public schools enrolled 3801 refugee children, including 1462 girls and 2339 boys.

**GRAPH 15:** Distribution of the number of refugee children in the public and private SGE and TVE by region (MINESEC, 2019)



The East and Far-North regions hosted the largest number of these children with 1278 and 784 respectively, while the South (6) and North West (12) regions recorded the lowest number of refugee students.

**GRAPH 16:** Distribution of the number of internally displaced students in the SGE and the public and private TVE by region and gender (MINESEC, 2019)

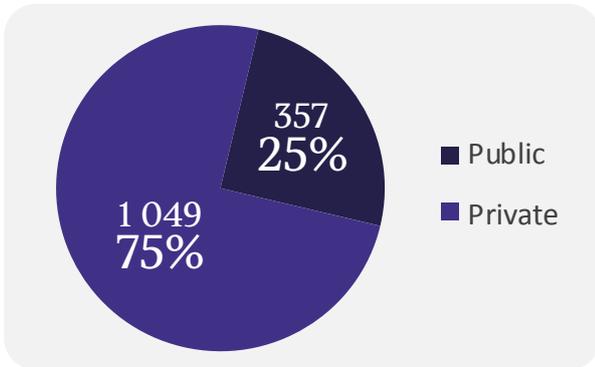


With regards to internally displaced students, schools of the Ministry of Secondary Education have 26078 cases, including 13893 girls and 12185 boys. Their regional distribution shows that more went to the West (6395), Littoral (5786) and Centre (5212) regions. In contrast, they are found in small numbers in the North (285) and South (385) regions.

### 1.2.3. State of Inclusive Education at the Ministry of Employment and Vocational Training

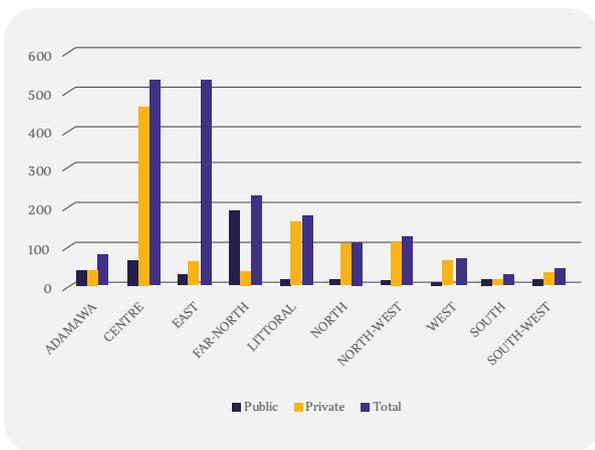
Learners with special needs are found in the Vocational Training Centres. According to ONEFOP/MINEFOP data on vocational training for the year 2020-2021, vocational training centres have trained 304 persons with disabilities, including 23 in public centres and 281 in private centres. The Centre region alone has 45.06% of the workforce. The South-West region has no persons with disabilities in its training centres. The South, Far North and Adamawa regions have 1, 2 and 5 persons with disabilities respectively, in their training centres. .

**GRAPH 17:** *Distribution of vulnerable learners by sector of education in vocational training centres (MINEFOP, 2021)*



According to the 2020-2021 data collection on vocational training carried out by the National Employment and Training Observatory, there are 1406 vulnerable learners in public and private vocational training centres, distributed as follows: 357 in the public and 1049 in the private sector.

**GRAPH 18:** *Distribution of vulnerable learners by sector of education and by region in vocational training centres (MINEFOP, 2021)*



A comparative analysis at the regional level shows that the training centres in the Centre and the Far North have the most vulnerable learners, with 522 and 222 learners respectively. In contrast, there is a very low presence of vulnerable learners in the South (20) and South-West (36) regions.

### 1.2.4. State of Inclusive Education at the Ministry of Higher Education

The shortage of detailed information from state sources does not allow for a more or less accurate knowledge of the situation on access to inclusive higher education in Cameroon. However, there are a few sources of data from civil society that give an idea of the extent to which state universities have taken initiatives to improve access to higher education for all social groups.

According to the National Coordination of Associations of Disabled Students in Cameroonian Universities, 15 % (about 3 million people) of the Cameroonian population has disabilities. 3 % of them have access to higher education and are enrolled in Cameroonian universities. However, it is noted that some of the infrastructures of the university institutions are not yet adapted to the various disabilities of these students, let alone the teachers. This has consequences for everyday life.

The Association of Disabled Students in Cameroonian Universities reports that this part of the population is marginalised in our country and specifically in the universities. This is due to ignorance of the regulations in force, ignorance of the law protecting the disabled, rejection by society and ignorance of the procedures by the persons concerned.

The facilities and advantages granted by the regulations to persons with disabilities, for example in universities (exemption from university fees for disabled students, provision of appropriate spaces for persons with disabilities, etc.) are not applied by all university institutions.

Strong and proactive actions should be carried out by this sub-sector, based on a good system for collecting and processing statistical information in relation to inclusive education to enable better integration and inclusion of this social stratum and good implementation of inclusive education in higher education.

### 1.1.5. State of Inclusive Education at the Ministry of Social Affairs

**Table 3:** Educational placements of children with disabilities and children of parents with disabilities by social services for the 2020/2021 school year (MINAS, 2021)

	AD	CE	EST	EN	LT	NO	NW	OU	SU	S W	TOTAL
Children with disabilities	230	740	181	547	553	288	176	719	177	61	3672
Children of disabled parents	1125	1660	643	4066	2571	2110	212	1116	906	126	14535
<b>TOTAL</b>	<b>1355</b>	<b>2400</b>	<b>824</b>	<b>4607</b>	<b>3124</b>	<b>2398</b>	<b>388</b>	<b>1835</b>	<b>1083</b>	<b>187</b>	<b>18207</b>

This table shows that 18207 children with disabilities and children of parents with disabilities were placed in schools by the social services in the 2020-2021 school year, including 14535 children of parents with disabilities and 3672 children with disabilities. The regions that benefited most from these placements were the Far North (4607), Littoral (3124), Centre (2400) and North (2398).

**Table 4:** Educational placements of internally displaced children by social services for the 2020/2021 school year (MINAS, 2021)

	AD	CE	EST	EN	LT	NO	NW	OU	SU	SW	TOTAL
Internally displaced Children	840	5212	609	732	5786	285	1898	6395	385	3936	26078
Refugee children	543	315	1278	784	404	161	12	243	6	55	3801
<b>TOTAL</b>	<b>1383</b>	<b>5527</b>	<b>1887</b>	<b>1516</b>	<b>6190</b>	<b>446</b>	<b>1910</b>	<b>6638</b>	<b>391</b>	<b>3991</b>	<b>29879</b>

The table above provides information on about 29879 internally displaced and/or refugee children placed by social services in schools for the 2020-2021 academic.

The regions that received the most children were the West, Littoral and Centre.

**Table 5:** Educational placements of children from indigenous communities by social services for the 2020/2021 school year, in primary schools based on the places of residence (MINAS, 2021)

REGION Division	CENTRE	EST			SUD		TOTAL
	Nyong and Ekelle	Upper nyong	Boumba and ngoko	Dja and lobo	Mvila	Ocean	
Baka, Bakola, Bagyeli and children	39	489	2377	62	02	76	3045

The above data shows that, 3045 children from indigenous communities are enrolled in Primary schools by MINAS. They are distributed mainly in the Centre, East and South Regions.

The majority of these children, 2866 (94.12%) are found in the East Region. That is, 2377 (82.93%) in the Boumba-Ngoko Division and 489(17.06%) in the Haut-Nyong Division.

### 1.2.5. State of Inclusive Education at the Ministry of Youth and Civic Education

The Multifunctional Youth Promotion Centres (CMPJ) receive, supervise and support

vulnerable young persons (young persons with disabilities) and young persons affected by security crises (young refugees, internally displaced persons and returnees), their statistics from 2019 to 2021 are as follows:

**Table 6:** List of youths with disabilities in Multipurpose Youth Empowerment Centres (CMPJ) (MINJEC, 2021)

TYPE OF DISABILITIES	2019			2020			2021			TOTAL
	F	H	T	F	H	T	F	H	T	
PHISICAL	14	17	31	8	14	22	13	19	32	85
VISUAL	2	3	5	2	3	5	3	1	4	14
HEARING	4	0	4	3	0	3	1	3	4	11
MULTI-DISABILITIES	0	2	2	2	3	5	8	8	16	23
<b>TOTAL</b>	<b>20</b>	<b>22</b>	<b>42</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>25</b>	<b>31</b>	<b>56</b>	<b>133</b>

Between 2019 and 2021, the CMPJs took care of 133 young persons with disabilities, including 85 with physical impairment, 14 with visual impairment, 11 with hearing impairment and 23 with multiple disabilities.

**Table 7:** List of young refugees in CMPJs from 2019 to 2021 (MINJEC, 2021)

YOUNG VUNERABLE PERSONS	2019			2020			2021			TOTAL
	F	H	T	F	H	T	F	H	T	
REFUGEES	36	27	63	60	24	84	46	31	77	224
INTERNAL DISPLACED PEOPLE	97	51	148	248	141	389	114	69	183	720
<b>TOTAL</b>	<b>133</b>	<b>78</b>	<b>211</b>	<b>308</b>	<b>165</b>	<b>473</b>	<b>160</b>	<b>100</b>	<b>260</b>	<b>944</b>

Between 2019 and 2021, the CMPJs hosted 944 young persons in vulnerable situations, including 224 refugees and 720 internally displaced persons.

### 1.3. Promotion of Gender Equality and Social Protection of Vulnerable Learners

Gender equality or equity in the treatment of both sexes and the social protection of vulnerable learners are important social policy concerns in Cameroon. The child welfare system aims to:

- ensure that children's basic needs are taken into account;
- support their physical, emotional, intellectual and social development;
- preserve their safety and dignity while respecting their rights.



In view of the risk of abuse or neglect to which many vulnerable children, including children with disabilities, are exposed, it is important to set up a monitoring mechanism in each school to alert social services in case of need.

Moreover, as girls with disabilities are often discriminated against or given little consideration, their access to school is sometimes limited. According to RESEN (2020, p.17), boys from the richest urban families are six times more likely to complete primary school than girls from the poorest rural families. The disparities remain glaring, with girls at a disadvantage on entry, but once in, their pathway follows that of boys.

In addition, pupils in rural areas are disadvantaged both in terms of school entry and retention, but it is above all on the level of wealth that the differences are more pronounced. The richest have universal access to schooling while only 1 in 4 of the poorest children has access to school and worse, only 4 in 10 of these children complete the primary cycle.

According to Mbom (2007), nearly one in two children with disabilities does not attend school. The profile indicates that the majority of children with disabilities not attending school are those with mental disabilities, come from households with a low standard of living, live with heads of household aged 60 and above, live with uneducated couples, live in rural areas and are working.

The analyses indicate that the age of the child, the type of disability, the household's standard of living, the number of children under five years old in the household, the size of the household, the couple's level of education, the gender of the head of the household, his or her labour force status, the child's relationship to the head of the household, and the child's labour force status explain the non-attendance of persons with special needs.

Mbom (2007) highlighted the influence of certain factors on the non-attendance of children with disabilities in schools, particularly girls. Firstly, the living environment is significantly associated with non-attendance at school by children with disabilities in any year (1% threshold). The non-attendance rate is lower in urban than in rural areas.

Furthermore, household size is significantly associated with non-attendance at school by children with disabilities (1% threshold). The rate of non-attendance decreases as the size of the household increases. This decrease can be noted for small (62.91%), medium (49.01%) and large (41.61%) households.

In addition, the standard of living is significantly associated with non-attendance at school of children with disabilities. Indeed, as the standard of living increases, households enrol their children in school, thus reducing the possibility for children with disabilities not to attend. This is true regardless of the year of observation.

Finally, the lack of transportation or travelling means of children with disabilities can also explain their non-attendance at school. In reality, for certain pronounced cases of disabilities, the absence of a means of transportation or the high cost of transport fares for their parents becomes an obstacle that can justify enrolling these children in school. Hence, the need to consider in the National Policy of Inclusive Education, a way of addressing this issue of lack of means or cost of transporting children with disabilities. This can be done through the involvement of councils in the purchase of transport vehicles in their favour.

The above observations allow us to identify major issues on which the Inclusive Education Policy can focus:



- *low enrolment of persons with special needs, especially girls, young women and learners in vulnerable situations in education and training institutions;*
- *insufficient resources to support girls with disabilities and vulnerable learners in education and training institutions;*
- *inadequate institutional protection of girls with disabilities and vulnerable learners from abuse and violence in education and training institutions;*
- *insufficient attention to the needs of internally displaced persons and refugee children in education and training institutions.*

#### **I.4. Development of an Inclusive Educational Environment**

The inclusive learning environment takes into consideration the physical facilities, psycho-social as well as organisational and pedagogic/andragogic aspects. Adjustments, adaptations and innovations will have to take into account the diversity of cases of persons with special needs, but in the spirit of “universal accessibility” insofar as they will ultimately benefit all school users.

The physical facilities improve accessibility in the school, including to and in the toilets. They will also concern the classrooms, making it easier for persons with physical disabilities to move around: We are talking here of ramps, the arrangement of bench tables, the position of the blackboards, and the brightness of the premises. The psycho-social aspects improve accessibility in the school by creating a conducive environment void of all forms of abuses and stigmatization.

Furthermore, UNESCO’s definition of inclusive education emphasises that it is “the

responsibility of the formal education system to educate all children” (UNESCO, 2005: 13). UNICEF (2014) adds that inclusive education includes changing the education system to fit the learner rather than the learner fitting the education system.

This requirement means that one ministry and one education system should be responsible for the education of all children in a country or region as appropriate (Rieser, 2008). However, in Cameroon, there is not just one ministry responsible for all components of the education system. All ministries in the education sector should play this role.

Several countries have adopted regulations, procedures, administrative and monitoring strategies to ensure inclusive and non-discriminatory practices in schools, namely:



- *making the environment more pleasant for all learners by removing physical and psycho-social barriers and providing classrooms, passageways, toilets, ramps, laboratories, as well as dealing away with all forms of abuses and stigmatization in order to meet the needs of persons with special needs;*
- *ensure that information is made available in a variety of formats: Braille, audio, images, sign language.*
- *A review of good administrative and supervisory practices in many countries revealed three gaps in Cameroon:*
  - *the need for a more user-friendly school physical environment;*
  - *the need for a more school-friendly psychosocial environment;*
  - *the need to improve the teacher/ inspector relationship.*

The Ministry of Social Affairs, with the adoption of Law N° 83/13 of 21 July 1983 on the protection of persons with disabilities and Decree N° 90/1516 of 26 November 1990 to lay down the modalities for the application of the afore-mentioned Law, undertook advocacy with the Ministries in charge of education to promote the integration of learners with disabilities in ordinary schools.

When looking at the above-mentioned legislative and regulatory texts as well as Law N° 98/004 of 14 April 1998 on the orientation of education in Cameroon, there is no mention of inclusive education.

According to Article 17 of Law N° 2010/002 of 13 April 2010 on the protection and promotion of persons with disabilities, the objectives of psychosocial support for persons with disabilities are the strengthening of psychosocial capacities, the development of self-esteem and the strengthening of relations with the living environment to reconcile persons with special needs with themselves and their environment. Despite this legislative clarification of the role of psychosocial support, the modalities for its development are not formulated. Given the above, it appears that the Cameroonian school environment does not yet take sufficient account of psychosocial preparation, a necessary transition towards inclusive education. It is therefore important to define guidelines in the National Policy of Inclusive Education to fill this gap. This will involve specifying:



- *the kinds of attitudes that teachers will need to develop in order to become accessible to all learners;*
- *how learners with no known disabilities should interact with those with some known disabilities;*
- *prohibitions on the use of language that is stigmatising, degrading and offensive to people with disabilities.*

The above-mentioned Law N° 2010/002 of 13 April 2010 in its article 33 (1-4) defines the construction standards of buildings to facilitate access to persons with special needs.

The Decree N° 2018/6233/PM of 26 July 2018 setting the modalities of application of the previous Law provides in article 4 that learners with disabilities must occupy the ground floor of multi-story buildings or places near the blackboard depending on the nature of their disabilities. Article 24 refers to the need to ensure accessibility for learners with disabilities to sports complexes, stadia, and public playgrounds.

However, it is worth noting that the above-mentioned articles of the Law do not place sufficient emphasis on the school environment. Hence, the need to specify in this policy the nature of school infrastructure in terms of classrooms, playgrounds, toilets, libraries, and corridors. The clarification in Article 4 of the Decree of 2018 mentioned above that learner with physical disabilities should remain on the ground floor is not sufficient to address the issue of accessibility of persons with disabilities in buildings. In the latter, a ramp or other devices can be installed if there is no lift, for example, to enable them to access all floors, rooms, and facilities in the building in the same way as learners without disabilities.

Furthermore, there is no mention of strategies for communicating information on the school premises, such as notice boards, amplifiers, etc., to make them accessible to learners with physical, visual, and hearing disabilities. The Policy must address this issue.

The following gaps need to be addressed to ensure an accessible or inclusive school environment for persons with disabilities as described above:



- *Inadequacy between the physical school environment and the particular needs of persons with special needs (psycho-social needs, access to educational facilities...);*
- *The lack of a specific legislative or regulatory framework for the school environment.*

### **1.5. The Issue of Adapting Teaching-Learning and Assessments to the Needs of Specific Learners**

The second part of the review, referring to the issue of adapting teaching-learning to the needs of specific learners, raises problems related to the inadequacy of curricula, internal assessments, examinations, and certification; the organization and management of the teaching/learning process; teacher training, deployment and retention; low levels of research and development of teaching resources; and low use of educational technologies.

#### **1.5.1. Education Programmes, Assessments, Examinations, and Certification**

Pedagogic/andragogic adaptations are needed to meet the educational needs of specific learners to facilitate their learning and social participation within the classroom group. These adaptations, based on the principles of differentiated instruction, should therefore allow for the setting of individualized instructional goals, without isolating the child from his or her peers.

Indeed, the observation that emerges from the review of best practices is that learners with disabilities also need to take part in official national examinations. In examination-oriented education systems such as Cameroon's, it is this participation that guarantees inclusion

in the labour market. The recommended good practices regarding these tests or examinations require adaptations and modifications that ensure equity in the examination system and environment.

Thanks to lobbying by the Ministry of Social Affairs and by individuals and groups involved in advocacy, the examining bodies (ministries and examining bodies) have started to make changes, but gaps still need to be filled in the areas of adaptations and modifications.

However, this is a sensitive issue because one of the inflexibilities inherent in the structure of the national curriculum concerns the requirements of national examinations. At the end of the primary cycle, children are required to sit for official examinations (CEP and FSLC) on the one hand, and the competition for entry into the sixth or first grade and the common entrance on the other. Those who have passed this exam continue in secondary school and those who failed the exam but have been admitted to the CEP or FSLC are issued with a diploma.

This requirement poses a dilemma for in-service teachers because if they make adaptations to the national curriculum on their own, they may expose their learners to the risk of not completing the primary cycle successfully. If they do not make consistent adaptations, they put learners with special needs at risk of dropping out. The fact that national curricula are not flexible enough for in-service teachers can be a problem for inclusive teaching in schools as they do not meet the needs of different learners.

In addition, there is a severe shortage of teachers and material resources in many schools, especially in rural areas, as well as in high-class sizes, with an average ratio of 1 teacher to 60 learners. Teachers may therefore legitimately seek to make these programmes flexible without compromising their learners' chances in national examinations or without risking drop-out among learners with special needs.

The adaptations referred to design changes that do not alter the nature of the examination.

Some adaptations have been made by the ministries in charge of education in the examination systems in Cameroon. These adaptations relate to the time allocated to the tests, the arrangement of candidates in the examination rooms, the examination materials and others.

However, other adaptations still need to be made concerning the language, the design of papers, the mode of responding to questions, and the behaviour of invigilators during examinations. The policy should therefore provide more comprehensive guidance that addresses these and other areas of adaptation required.

Modifications are relevant changes that, if not properly handled, can alter the nature of the tests and their validity. Adequate thought must therefore be given to the effective implementation of modifications. For example,

to make the curriculum flexible, the principle of universal design is adopted, and the content (knowledge, concepts, skills, activities, assessments, etc.) would be designed in a staircase (tier) fashion so that learners are composed of fundamental, proficient and advanced levels while meeting the same curriculum standards.

Such a curriculum design should also be visible in the official examination system through modifications. In this regard, the national policy of inclusive education should guide necessary modifications of tests in areas such as the method of presentation, mode of response, format, marking and grading, invigilation and others.

This analysis points to several areas of concern that deserve particular attention:



- ✎ *Lack of flexibility in national curricula at the preschool, primary and secondary levels for inclusive teaching and learning in inclusive education and training institutions;*
- ✎ *Insufficient inclusive participation in the curriculum design and development process;*
- ✎ *Insufficient information on textbook producers and other media on curriculum innovations;*
- ✎ *Insufficient flexibility in the organization of co-curricular and extra-curricular activities that include the needs of children with special needs in education and training institutions;*
- ✎ *Lack of correspondence between the non-formal education programs managed by the ministries in charge of the Education and Training Sector and those available through local community initiatives and the needs of children with special needs;*
- ✎ *Non-existence of visible transition strategies for children with special needs;*
- ✎ *Inadequacy of examination and competition arrangements for children with special needs;*
- ✎ *Inadequate modifications to examinations for children with special needs.*

### I.5.2. Organisation of extra-curricular and co-curricular activities in education and training institutions

Extra-curricular activities are useful to learners in many ways and should be extended as much as possible to meet their needs. They should not be limited to team sport usually practiced such as: football, handball, volleyball nor to club activities in the different subjects of the school curriculum.

Learners of both sexes including those with special needs should be able to find their place if extra-curricular activities are extended beyond the aforementioned sporting categories to include artistic and cultural activities such as: dance, fine arts, theatre, sculpture, cooking, decoration, etc.

In addition, particular attention should be paid to the application of Law N° 74/22 of 05 December 1974 on sports and socio-educational facilities on the education and/or training institutions, and Law N° 218/014 of 11 July 2018 organising and promoting physical and sporting activities in Cameroon. These highlight the need to provide persons with special needs the facilities and opportunities that can enable them to participate in the paralympic games.

In this light, it is desirable to provide for a more flexible organisation of extra-curricular activities in education and training institutions, by including the different categories of sporting, socio-cultural and artistic activities to which learners with special needs can participate effectively. Therefore, education and training institutions must be equipped with appropriate facilities, necessary for the effective participation of persons with special needs in different categories of sporting, socio-cultural and artistic activities (sports infrastructures, playgrounds, cultural and artistic representation and exhibition grounds). These institutions must also have a healthy, safe and protective environment when participating in extra-curricular activities.

### I.5.3. Organisation and Management of the Teaching-Learning Process

The process of bringing all learners together in one environment implies the establishment of one type of school instead of two. From this point of view, there should not be one school called a regular school and the other called a specialized school. Both types currently exist in Cameroon. There is a need to integrate persons with special needs into regular classes. Policy guidance is needed to bridge the transitional gap in at least three aspects: the structure of school management; the development and use of individual learning programmes; and the definition of the status and role of special education institutions.

In reviewing this policy framework, several options regarding the organization of learning in inclusive school environments were identified in the literature review [Salend (2011); Hulett (2009); Murdick, Gartin & Crabtree (2007); Idol (2006); Silverman & Millspaugh (2006)]. Of the many options identified, five were chosen and examined, their advantages and disadvantages noted. These were:



- *placement in ordinary classrooms with no or few support services;*
- *placement in regular classrooms with collaborative assistance from the teacher;*
- *placement in regular classrooms with the assistance of a visiting specialist;*
- *placement in regular classrooms with resource room assistance;*
- *placement in specialized classrooms with intermittent instruction in the general classroom.*

As none of these options are currently being put into practice in Cameroon, there is need for the policy to provide, in the context of the options identified, guidance for the reorganization of ordinary schools to meet the requirements of inclusive education.

Prescribing a pedagogic or andragogic organization on paper is one thing, but implementing it effectively may require time and resources to be invested in the necessary training and capacity-building of management and teaching staff. Such a gap should be filled in the process of implementing the recommended strategy.

In addition, individualized curricula are the way in which teachers, in collaboration with learners, parents, specialists, and other partners, address the specific learning needs of an individual learner. If teachers do not develop and use such a strategy as a means of differentiating instruction, they cannot be said to be practicing inclusive teaching. However, the current classroom size of about 60 learners per teacher would pose a major problem for teachers who are asked to use this strategy in their classes. They need not only humanitarian assistance but also technology.

In its Guide to Ensuring Inclusion and Equity in Education, UNESCO (2017) argues that individualized education programmes (IEPs) adopted without adequate reflection could result in learning being a less participatory and collaborative classroom activity. If the policy decides, despite this warning, to adopt the practice of individualized learning programs or assignments, then it will be necessary to say how these programs should be developed and used in schools in Cameroon. It will be necessary to specify, for example:



- *who should be involved in its development;*
- *how long the IEP should last;*
- *whether it should be called an IEP, an Individual Education Plan, an Individual Learning Unit (ILU), or something else;*
- *what kind of support teachers need to implement it.*

According to Article 24 of the UN Convention on the Rights of Persons with Disabilities, all children, without discrimination, have the right to education, and this right cannot be guaranteed for children who are only enrolled in special schools or segregated institutions. On this basis, it is necessary to clarify in the policy the role of existing special schools in the process of inclusive education.

Furthermore, the idea of identifying learners with different types of disabilities does not mean simply labelling them. Rather, it is about identifying the different disabilities that learners may have so that teachers can develop relevant and appropriate differentiation strategies. There are two main categories of disability: low-frequency or low-incidence disabilities and high-frequency or high-incidence disabilities (Powell and Powell, 2010, pp. 103-112; Hallahan, Kauffman, and Pullen, 2012, pp. 9- 10).

Low-frequency disabilities are those that are not encountered very often in the classroom. They are usually disabilities that occur at birth or as a result of accidents, poor health care, or other medical risks. These include visual impairment, hearing impairment, autism spectrum disorders, etc. The identification of children with these types of disabilities is usually not a problem, as these disabilities are quite visible.

High-frequency disabilities are those that are commonly encountered in ordinary classrooms but are less visible without careful observation. This group of disabilities can be described as “less visible disabilities”. They include learning difficulties, emotional and behavioural disorders, mild to moderate intellectual disabilities, communication (speech and language) disorders, hyperactivity disorders (attention deficit disorders), children with health problems, and many others. Other groups of learners who are difficult to identify are children with other social vulnerabilities such as homeless children, orphans, children from single parent households, drug abusers, etc.

It is often difficult to identify high-frequency disabilities since these disabilities are less visible and, in some cases, can only be inferred. To these groups can be added learners with special gifts and talents. The main gaps that should be addressed by the policy in Cameroon concern the procedure for identifying learners with less visible disabilities and needs, and the training of teachers to use the established procedure.

The main procedures described in the literature regarding the identification of persons with high-frequency disabilities are:



- *the achievement gap approach;*
- *The pre-orientation or pre-referral team (PRT) approach;*
- *Response-to-intervention (RTI) approach (Hallahan, Kauffman & Pullen, 2012).*

In Cameroon, none of these approaches have been used or adapted in any significant way. The policy needs to prescribe an easier and

more user-friendly procedure for schools and their partners in Cameroon to be able to detect people early enough and start interventions at the right time.

Developing a tool for identifying people with disabilities is one thing, and ensuring its effective use is another. This implies that once sectoral ministries concerned with inclusive education issues have adopted the tool, it will be necessary to ensure that teachers acquire the knowledge, skills, and competencies to use it effectively and efficiently. In addition, the use of this tool may also require time and resources, both financial and material.

Given the above, several elements deserve special attention for the deployment of an educational policy on this aspect. They include:



- *the lack of a structure to manage inclusive education in education and training institutions;*
- *Lack of training for teachers in the use of the pedagogic and andragogic organization of an inclusive school/classroom;*
- *the lack of an elaborated tool to identify persons with special needs whose disabilities or needs are less visible in the classroom;*
- *the lack of provision to train teachers in the use of a tool to identify learners with less visible disabilities;*
- *the absence of prescriptions for the use of Individualized Education Programmes (IEPs) in education and training institutions;*
- *the lack of clarification of the status and role of special education institutions.*

#### **1.5.4. Teacher/Trainer Training, Deployment and Retention**

Teacher training and deployment is a key factor in the implementation of inclusive education. There is a popular saying that the quality of an education system cannot transcend the quality of the teachers in that system. Very often, in this digital age, some high-tech providers think and talk as if technology can eliminate or replace teachers. In this regard, Sir Daniel, Deputy Director-General of UNESCO, President of the Laurentian University of Canada, and CEO of the Commonwealth of Learning, after studying the impact of several school ICT projects, confirms the role of teachers by criticizing various forecasters sponsored by information and communication technology providers who claim that providing children with computers can improve their education and reduce or even eliminate the role of teachers and schools.

As UNICEF (2014) argues, inclusive education means changing the education system to fit the learner and not changing the learner to fit the education system in the sense that where there is exclusion, the problem is in the system and not in the people or their characteristics. In this regard, there is a need for disability perception that should be addressed firmly from the beginning of teacher training. The charity that characterizes the perception of disability while blaming the victims for their condition should be conceptually replaced by a social thinking (or model) that sees inclusive education as a matter of respecting the human rights of all learners. In addition to promoting a change in perception, initial teacher training should emphasise positive attitudes towards persons with disabilities.

Future teachers should learn to get rid of negative attitudes such as insensitivity, bullying, insulting, mocking and adopt positive attitudes such as patience, sensitivity in their language, empathy, respect for others, cooperation in the classroom, involvement of each other, especially in discussions... A review of the initial teacher training programme in Cameroon reveals no adequate treatment of these issues. There is therefore a need for inclusive education policy to guide the integration of these concerns as key concepts and skills in the initial training programmes.

Sign language and Braille facilities are major resources for teaching and learning in inclusive classrooms. The availability of qualified teachers who can use and teach Sign language and Braille is of paramount importance in inclusive classrooms. In the absence of such teachers, it would be unwise to put hearing and visually impaired children and their non-disabled peers in the same classroom without these additional aids. It would not be an exaggeration to say that currently in Cameroon, the number of teachers with the required knowledge and skills in sign language is very low. Moreover, these teachers are mainly found in schools for hearing-impaired children. The few graduates who have been trained in some institutions (e.g. University of Buea) are left without jobs. The policy should therefore guide the training and recruitment of sign language and Braille teachers to support the education system in its transition to inclusion.

An essential component of an inclusive school is the inclusive composition of the staff. The presence of teachers with special needs backgrounds (such as minorities, refugees, etc.) is a source of motivation and encouragement for persons with special needs. Furthermore, these teachers can serve as role models and reference persons for learners. Through affirmative action strategies, the Ministries of Social Affairs and Promotion of Women and Family have recently given more importance to the recruitment of some persons with special needs in the public and private sectors. These are often people who are not limited in their work as teachers by their disabilities. However, this effort is not yet sufficient to meet expectations. There is a need to continue to recruit teachers with special needs more rationally and sustainably. The policy should therefore provide guidance to increase their recruitment first for training purposes, and then for deployment after training or if they are already trained.

Specific and necessary teaching materials are needed to facilitate and differentiate learning in the inclusive classroom. Most of this material only allows the use of modern technological equipment such as computers, video projectors, TV screens, etc. This material is provided with different software or hardware

to facilitate learning. This equipment comes with different software or programmes that can be adapted to the needs of learners with different disabilities. For example, the software allows a computer to speak, enlarge printed documents, draw graphs, and connect learners to other learners on a discussion forum or to a specific website dedicated to individual and group learning activities. Teachers need special training to be able to use these materials with learners in need. If they are not trained, even when such materials are available, they may simply be piled up in schools, becoming “a golden pearl in a pig’s nose” as the metaphor goes. If they are trained with the right skills, they cannot only make effective use of government materials but also seek resources from partners to provide these materials. Since many teachers in service do not have the basic skills to use technology equipment, the policy should set out guidelines for in-service training of teachers in inclusive schools on how to use such equipment.

From the above, the following points of attention were noted:



- *the inadequacy and lack of visibility of disability-related content and positive attitude development in initial teacher training programmes;*
- *the acute shortage of sign language and Braille teachers;*
- *the low representation of teachers and trainers with disabilities among the teaching staff;*
- *inadequate skills of teachers and trainers in the use of specialized teaching-learning and training materials;*
- *inadequate retention of trained inclusive education staff in inclusive education and training institutions.*

### **1.5.5. Research for the Development of Educational Resources**

Research interest in inclusive education should be guided by the search for answers to the problems of educating learners in an inclusive environment. This implies a good organization of inclusive education so as to make it systematic, collaborative, continuous, and sustainable. The desired organization should therefore revolve around two main concerns: partnerships and collaboration, research and the use of its results.

#### **1. Concerns related to partnerships and collaboration are:**

- weak partnerships and collaboration for educational research involving education and training institutions, academic research institutions, international partners, and local NGOs;
- unexploited results of research carried out in universities, and research centres;
- irregular and irrational exploitation of the data banks of the international partners of the United Nations system;
- low interest of teachers in research due to constraints such as overcrowded classrooms and the workload;
- Low sharing of experiences due to the low frequency of seminars and workshops for teachers in the field of inclusive education.

#### **2. The concerns related to research and the use of these results are:**

- insufficient human resources capable and motivated to conduct simple or complex research;
- insufficient financial, material, and time resources to conduct simple or complex research;
  - poor support/support for researchers who research to encourage them;
- lack of information due to lack of knowledge and/or inaccessibility of information sources;
- Poor use/exploitation of research results and products (information, publications,

etc.), with a view to improving understanding and application in an area of life.

Given the above, two aspects deserve to be targeted to ensure the place and contribution of research in an inclusive education policy perspective:

- ▼ the non-existence or weak partnership and collaboration in research for the development of educational resources;
- ▼ the low funding of research and the low qualification of researchers in inclusive education;
- ▼ the poor exploitation and use of research results and products.

In view of the above, two aspects deserve to be targeted to ensure the place and contribution of research in an inclusive education policy perspective:

- ▼ the non-existence or weak partnership and collaboration in research for the development of educational resources;
- ▼ the low funding of research and the low qualification of researchers in inclusive education; - the poor exploitation and use of research results and products.

### 1.5.6. Use of Educational Technologies

In general, there is little use of Information and Communication Technologies (ICT) in teaching, training, and learning activities in the Cameroonian education system. However, with the advent of Covid-19 in the world, efforts are increasingly being made to develop distance education and make greater use of ICTs to improve education and training. Further efforts are needed to reach out to all social strata and to promote education for all.

Equipping training and education institutions with adequate ICTs for the management of inclusive education processes, should be a major challenge for the successful implementation of an inclusive education policy in Cameroon. The available data shows a low appropriation and access to these technologies. It is important to reverse the current trend. Two aspects stand

out as being of interest for ICTs to support the intention of the planned inclusive education:



- ▼ *Insufficient availability of ICT in teaching, training, and learning activities;*
- ▼ *Insufficient availability of ICT for the management of inclusive education processes in training and education institutions.*

## 1.6. Governance and Partnership Development

The third part of the inventory refers to the issue of governance and partnership development which relates to legislative and partnership aspects.

### 1.6.1. Legislation and Advocacy

Cameroonian legislation does not give sufficient visibility or attention to inclusive education.

For example, Federal Law N° 63-13 of 19 June 1963 in its article 1 on education stipulates that **“public education guarantees all children equal conditions of teaching and learning at school according to their aptitudes”**.

- ▼ Law 96/06 of 18 January 1996 revising the constitution of 2 June 1972, amended and completed by law 2008/001 of 14 April 2008, proclaims in its preamble that **“the State ensures the child’s right to education, primary education is compulsory, the organization and control of education at all levels are imperative duties of the State”**.
- ▼ Law N° 98/004 of 14 April 1998 to lay down the guidelines for education in Cameroon in its Articles 6 and 7 respectively provide that **“the State shall ensure the child’s right to education”** and **“the State shall guarantee to all equal opportunities of access to education without**

**discrimination on grounds of sex, political, philosophical and religious opinions, social, cultural, linguistic or geographical origin”.**

The said law also states that ‘guidance and school psychology activities are carried out during the child’s schooling at all levels of education’ (Article 29). There is therefore no visibility or recognition of inclusive education.

- ▼ Law N° 2011/018 of 15 July 2011 on the organization and promotion of physical and sports activities in its articles 2, 7, 8, 13, 37, 61 and 62, pays some attention to people with disabilities in terms of special access infrastructure and created a National Paralympic Committee in Cameroon to facilitate the participation of people with disabilities in international competitions.

As far as advocacy is concerned, it should be noted that it simply involves support for a cause. Thus, advocates are individuals, groups, or organizations that have developed the capacity to support, defend, and openly protect an interest, a cause, or the welfare of others or their own.

Countries that have enacted laws and developed policies and regulations to improve inclusive education have done so through the work of advocacy groups. These groups are usually composed of civil rights activists, families and parent groups, education professionals, and disability groups and organizations. The two main types of advocacies are personal advocacy and community advocacy: When persons with special needs speak on their behalf to defend their rights, this is personal advocacy. When other persons form groups or organizations speak out and defend the rights of persons with special needs, this is community-based advocacy.

Indeed, good practice in advocacy in different countries has led to the development of a wide network of advocates for the rights and needs of learners with special needs in schools. The network includes civil society organizations, NGOs, parents and parents’ organizations, teachers, and teachers’ organizations. Furthermore, persons with special needs,

such as members of associations of persons with special needs, other associations, and learners themselves, are active in advocacy, but their actions have little impact on this issue and deserve to be more focused and better organized.

Given the above, the following points of attention were noted:



- *the slow pace of social legislation in favour of inclusive education;*
- *the insufficient visibility of inclusive education in educational legislation;*
- *the limited and weak advocacy network for inclusive education;*
- *Insufficient visibility of advocacy for inclusive education.*

## 1.6.2. Partnership and Collaboration

About the use of partners to support the process of transition from a discriminatory to an inclusive education system, Villalobos, the UN Special Reporter, in his 2007 report to the UN Human Rights Council, proposed, among other things, that the State should look for assistance in three main areas:



- *seeking assistance on best practices from states and international and/or non-governmental organizations;*
- *integrating these best practices into the legislative and policy frameworks;*
- *Seeking international assistance regarding all aspects for which adequate resources are lacking.*

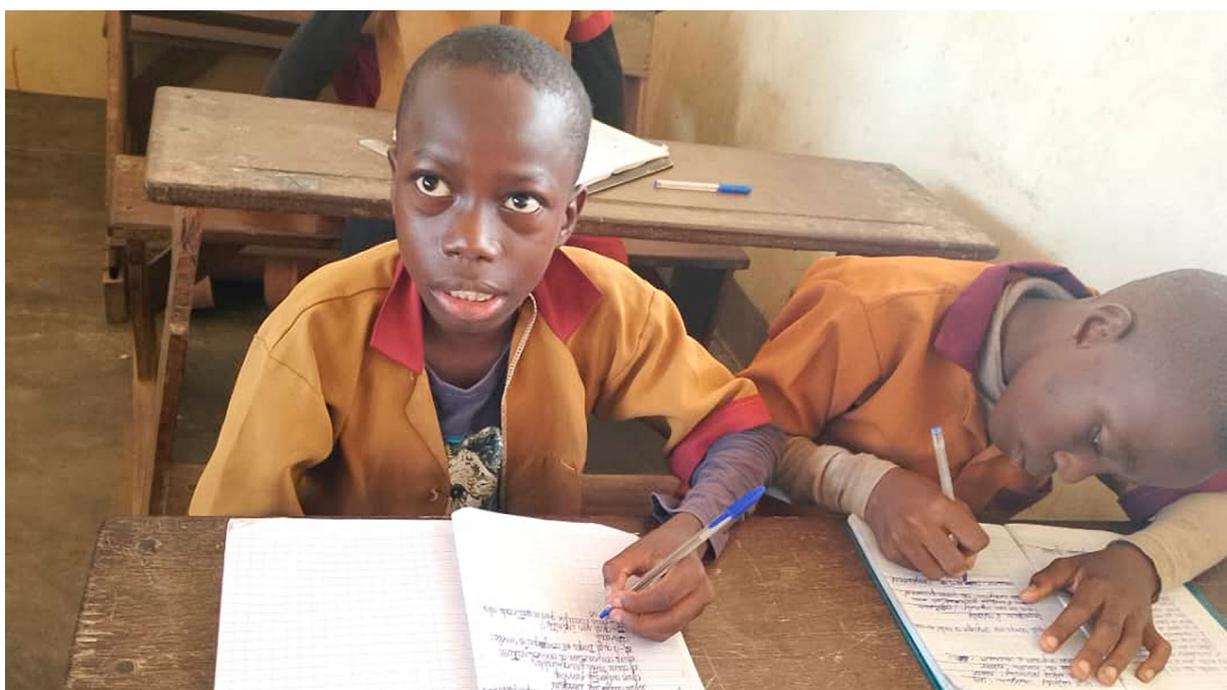
In the context of the use of partnership, it is noted that the platform or partnership framework signed in August 2013 by the Government of Cameroon, represented by the Minister of Economy and Regional Planning and the Minister of Finance as well as the five Ministers of the Education and Training Sector on the one hand, and development partners, representatives of 22 organizations on the other hand, is not sufficiently used. Of the 22 partners who signed the partnership framework, only 08 are in a collaborative relationship. Therefore, ministries need to expand their network of partnerships with these international partners.

In addition to international partners, there is a range of partners at national and local levels. The 2014 UNICEF publication “**Partnerships, Advocacy and Communication for Social Change**” (webinar 7) identifies some of these partnerships, to which others can be added, including local non-governmental organizations; decentralized local governments; community development associations; community or neighbourhood groups; radio, television, and other media; schools and colleges; youth clubs and other youth organizations; churches and religious organizations; parents and families; charities and individuals of goodwill.

As mentioned in the first chapter, the Education and Training Sector Strategy (ETS) identified the different partners at national, regional, and local levels in Cameroon. Although most of these partners exist in Cameroon at different levels, their awareness and participation in inclusive education are still low. There is a need to identify them, sensitize them to the importance of this type of education, and give them the capacity to act strategically in their favour.

The above analysis points out the limiting aspects of the development of inclusive education policy in terms of:

- ▼ the insufficient exploitation by the Ministries of the Education and Training Sector (MSEF) of the partnership framework between the Cameroon Government and its partners in the development of the education sector;
- ▼ The inexistence or low participation of the partners of Inclusive Education at the level of the
- ▼ Decentralised Territorial Units;
- ▼ The absence of training for collaborative teams in education and training institutions.



# DIAGNOSIS

The diagnosis of inclusive education in Cameroon reports the findings mobilized from the SWOT analysis. It should be noted that the evaluation of the external and internal environments of an issue is known as a SWOT analysis: strengths, weaknesses, opportunities, and threats (Gray & Larson, 2006; p.26).

## II.1. Internal Environment

The strengths and weaknesses of the SWOT analysis grid are found in the internal dimension of the current state of inclusive education.

### II.1.1. Strengths

The internal environment presents elements that are favourable to the development of inclusive education, including:

- ▼ **Cameroon 1996 Constitution** stipulates in its preamble that “**the State guarantees the right of the child to education... The organization and supervision of education at all levels is the imperative duty of the State**”;
- ▼ **Laws regarding the protection of persons with disabilities include:**
  - Law N° 83/13 of 21 July 1983 on the protection of persons with disabilities;
  - Law N° 98/004 of 4 April 1998 to lay down guidelines for Education in Cameroon;
  - Law N° 2010/002 of 13 April 2010 on the protection and promotion of persons with disabilities;
  - Law N° 005 of 16 April 2001 to lay down the Orientation of Higher Education in Cameroon;
  - Law N° 2011/018 of 15 July 2011 on the Organisation and Promotion of Physical and Sports Activities;
- Order N° 040/PM of 19 May 2022 to lay down the modalities for granting age exemption to disabled persons in administrative competitions and recruitment in the State Civil Service.
- ▼ **Decrees relating to the application of laws protecting people with disabilities include:**
  - Decree N° 77/495 of 7 December 1977 setting the conditions for the creation and operation of private social works;
  - Decree N° 80/380 of 13 September 1980 raising the Buea Institute for the Rehabilitation of the Blind to the rank of a national institution;
  - Decree N° 90/1516 of 26 November 1990 to lay down the modalities for the application of Law N° 83/13 of 21 July 1983 on the protection of persons with disabilities;
  - Decree N° 2018/6233/PM of 26 July 2018 to lay down the modalities for the application of Law N° 2010/002 of 13 April 2010 on the protection and promotion of persons with disabilities.
- ▼ **Ministerial texts relating to the care of persons with disabilities in education and training institutions encompass:**
  - Joint Circular N° 34/06/LC/MINESEC/MINAS of 2 August 2006, on the admission of disabled children and children born of needy parents with disabilities to public secondary schools;
  - Joint Circular N° 283/07/LC/MINESEC/MINAS of 14 August 2007, relating to the identification and participation in official examinations in secondary schools of disabled children born to needy disabled parents;
  - Joint Circular N° 08/0006/JC/MINESUP/MINAS of July 2008, relating

to the reinforcement of the improvement of the reception and supervision of the conditions of vulnerable students and persons with disabilities in the State universities of Cameroon.

▼ **The existence of inclusive education services in the ministries in charge of the education and training sector.**

For example, the Inclusive Education Service in the Department of Nursery and Primary Education at MINEDUB, which is responsible, among other things, for monitoring and evaluating the implementation of the gender approach in the school environment, implementing strategies likely to improve access to and retention of girls in school, monitoring the enrolment of children with special needs, and sensitizing, informing and educating communities in favour of the enrolment of school-age children.

▼ **Growing demand for inclusive education at all levels of education;**

▼ **The opportunity offered by pillars 2 and 3 of the National Development Strategy (NDS) 2020-2030 for the development of inclusive education.**

### II.1.2. Weaknesses

The Yaounde seminar held from 31 July to 02 August 2018 identified many weaknesses that constitute obstacles to the development of inclusive education in Cameroon. For example, regarding:

▼ **legislation, advocacy, and partnership:**

- improving social legislation to promote access and equity in education for learners with special needs;
- expanding the advocacy network for inclusive education;
- increasing partnerships to support inclusive education.

▼ **Education and training programme design, evaluation, and certification:**

- increasing stakeholder participation in the process of designing education and training programmes;

- ensuring the flexibility of education and training programmes;
- adapting examination and certification systems to the needs of learners with special needs;
- the effective integration of co-curricular and extra-curricular and non-formal education opportunities into the teaching-learning process for learners with special needs.

▼ **Organization and management of the teaching-learning process:**

- the creation of a management structure for inclusive education in educational and training institutions;
- the development of tools and procedures for identifying learners with less visible disabilities;
- the development of data management procedures and recognized differentiated teaching strategies.

▼ **Teacher training, deployment, and retention procedures:**

- the establishment of clear guidelines for the training of teachers in inclusive education in educational and training facilities;
- the definition of a retention strategy for teachers deployed in inclusive schools;
- teacher training in sign language and Braille for inclusive schools;
- significant representation of teachers with disabilities among education and training institutions staff providing inclusive education.

▼ **Research and development of educational resources:**

- the establishment of clear guidelines for the training of teachers in inclusive education in education and training facilities;
- the definition of a retention strategy for teachers deployed in inclusive schools;
- teacher training in Sign language and Braille for inclusive schools;
- significant representation of teachers

with disabilities among education and training institutions staff providing inclusive education.

▼ **Research and development of educational resources:**

- the establishment of effective partnerships and collaboration in the area of educational research and development;
- the provision of adequate resources to support research;
- the effective use of research outputs.

▼ **administration and supervision:**

- improving the accessibility to the educational environment for learners with special needs;
- improving the quality of the inspector-teacher relationship;
- increased funding for pedagogic and andragogic supervision.

▼ **Gender equity and protection of vulnerable learners:**

- increase the enrolment of girls with disabilities;
- increase the enrolment of learners with special needs;
- increase resources to support girls with disabilities and learners with special needs;
- strengthen measures to protect girls,

especially those with disabilities, from violence and abuse, and other social vulnerabilities.

▼ **On educational technology:** In education and training institutions, there is a need to increase the availability of computer hardware, software, and connectivity facilities to (a) support teaching, (b) improve classroom and distance learning, (c) improve the management process;

▼ **On the transition of learners with special needs:** There is a need to develop programmes that facilitate the transition of learners with special needs (a) from lower to higher levels of education and training (b) from the education and training sector to the labour market or (c) to social integration in society.

## II.2. External Environment

The external environment of inclusive education in Cameroon is revealed in the opportunities and threats of the SWOT analysis.

### II.2.1. Opportunities

The external environment presents certain opportunities which are favourable to the implementation of an inclusive education policy, including:



- *The usual support and backing of international partners for the education effort in Cameroon within the framework of MDG4, such as (1) UN system organizations (UNESCO, UNICEF, UNDP, UNICEF, UNHCR, etc.); (2) the World Bank; (3) international NGOs - (Sightsavers, the Helen Keller Foundation, Plan International, WFP, etc.);*
- *The existence and potential support of local NGOs and civil society organizations in Cameroon (CEFAN, CEJAC, ECEDA, etc.), including (1) cultural associations, (2) women's organizations, (3) faith-based organizations, (4) alumni associations, etc;*
- *The existence and potential support of associations of persons with special needs, such as the National inclusive Society Platform for persons with special needs;*
- *The existence and potential support of associations of socially vulnerable groups such as albinos, and indigenous populations (Baka, Mbororo, Kirdi, Bokola, Bedzan),*
- *The existence and potential support of infrastructure centres that produce or provide assistive devices, e.g. the Cardinal Paul Emile Leger National Centre for the Rehabilitation of Disabled Persons (CNRPH), PROMHANDICAM, and many others spread across the ten regions of the country (see annex).*
- *Institutional and personal research are underway in some structures. E.g: the National Education Centre.*

## II .2.2. Threats

The external environment also contains certain threats that need to be mitigated to ensure the effective implementation of the policy. The main threats are:

- ▼ poor accountability which may be encountered in some situations and which may discourage partners;
- ▼ possible conflicts in the identification of priorities and use of resources between METS and partners;
- ▼ insufficient availability of specialized staff (such as counsellors, social workers, psychologists, medical staff, Braille, and sign language specialists) from partner ministries to support METS;
- ▼ potential over-reliance on partners which may hamper capacity building within METS;

- ▼ insufficient research results to support inclusive education and training.

## II.3. Challenges of Inclusive Education in Cameroon

At the end of the inventory and diagnosis, it is clear that inclusive education in Cameroon is faced with a low level of schooling and vocational training for persons with special needs. This situation is favoured by factors that constitute challenges to be taken up or addressed within the framework of the development and implementation of the National policy of inclusive education. These are:



- *insufficient consideration of inclusive education in education and training legislation;*
- *the inadequacy of education and training programmes, assessments, and certification to meet the requirements of inclusive education;*
- *the inadequacy of the organization and management of the teaching-learning process to the requirements of inclusive education;*
- *the physical environment of education and training institutions is not adapted to the educational needs of persons with special needs;*
- *the poor use of partnerships by ministries of education and training;*
- *the lack of initial and in-service training in inclusive education;*
- *the absence of an incentive and motivating policy for the retention of teachers in their posts;*
- *the lack of research into the problems of inclusive education;*
- *weak participation of persons with special needs in sporting, socio-cultural and artistic activities organised in the education and/or training institutions.*
- *the lack of support for education and training for learners in vulnerable situations (young girls, young women, minorities, etc.);*
- *the low appropriation and use of educational technologies in inclusive education and training institutions.*



# SECTION II

# STRATEGIC FRAMEWORK





# STRATEGIC ORIENTATIONS



## III.1. Foundations of the National Policy of Inclusive Education

The National Policy of Inclusive Education is founded on Cameroon's international and national commitments concerning access to quality education for all children regardless of their situation.



At the international level,

Article 26 of the 1948 Universal Declaration of Human Rights states that “Everyone has the right to education, children, youth and adult”. In the same vein, State SECTIONS, including Cameroon, recognise the right of the child to education, on an equal opportunity basis: they make primary education compulsory and free for all. They encourage the organisation of different forms of secondary education, both general and vocational, making them available and accessible to all children and taking appropriate measures, such as providing free government primary education and offering financial assistance where necessary (Convention on the Rights of the Child, Art.28, para. 1 (a) and (b), 1989).

Also, the Convention against Discrimination in Education, adopted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on 14 November 1960, recommends that States SECTIONS should draw up, develop and apply a national policy designed to promote, through methods appropriate to national circumstances and practice, equal opportunity and treatment in education.

Furthermore, Target 4.5 of the Sustainable Development Goal N° 4 to which Cameroon is committed states that: **“By 2030, eliminate gender disparities in education and**

**ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.”** This means ensuring that all children are entitled to quality and inclusive education, regardless of their disability or vulnerability, so that they can contribute in many ways to the development of the country.



At the national level,

the National Policy of Inclusive Education relies on the Fundamental Law and related regulations, and is embedded in the speeches of the Head of State, the orientations set out in framework documents such as the Vision 2035 and the SND-30, and the national education and training policies and programmes.

Regarding Fundamental Law, the Constitution of Cameroon of 1996 amended by the Law of 14 April 2008, acknowledges the right to education in its preamble, which states that “the State shall guarantee the child's right to education. Primary education shall be compulsory. The organisation and supervision of education at all levels shall be the bounded duty of the State”. Furthermore, according to the same preamble, the Cameroonians “affirm their attachment to fundamental freedoms” as enshrined in article 26 of the Universal Declaration of Human Rights, which recognises the right of everyone to education, and in article 17 of the African Charter on Human and Peoples' Rights, which reiterates the same right to education for everyone. These elements of the Constitution are reaffirmed in Articles 6 and 7 of Law N° 98/004 of 4 April 1998 on the Orientation of Education in Cameroon.

Several other legislative provisions promote access to education for some vulnerable categories; namely:

- ▼ Law N° 2021/008 of 16 April 2021 authorising the President of the Republic of Cameroon to ratify the Marrakech Treaty aimed at facilitating access to printed texts or published works for the blind, visually impaired and persons having other difficulties in reading;
- ▼ Law N° 2021/018 of 16 December 2021 authorising the President of the Republic to ratify the United Nations Convention on the Rights of Persons with Disabilities, adopted on 13 December 2006;
- ▼ Law N° 2021/020 of 16 December 2021 authorising the President of the Republic to ratify the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities adopted on 29 January 2018 in Addis Ababa.

In the same perspective, a series of texts specific to persons with special needs underpin the National Policy of Inclusive Education, including:

- ▼ Law N° 2010/002 of 13 April 2010 on the protection and promotion of persons with disabilities with its implementing Decree No. 2010/6233/PM of 26 July 2018 setting the modalities of application of the said law;
- ▼ Order N° 040/PM of 19 May 2022 to lay down terms and conditions for granting age exemption to persons with disabilities during competitive examinations and recruitment into public service.

Finally, committed to achieving Sustainable Development Goal N° 4 (SDG4) by 2030, Cameroon aspires to join the group of Newly Industrialised Countries (NICs) in 2035 through the implementation of the National Development Strategy (NDS-30 2020-2030). The second pillar of this strategy seeks to develop human capital and well-being, while the third pillar aims to promote employment and economic integration in line with the Sustainable Development Goals, which call for no one to be left behind.

### III.2. Vision of Inclusive Education in Cameroon

Through this national policy, Inclusive Education in Cameroon seeks to **ensure that by 2028 at least 25 % of persons with special needs have access to equitable, inclusive and quality education, as well as the development of professional skills and lifelong learning opportunities in an appropriate, healthy, safe and protective environment.**

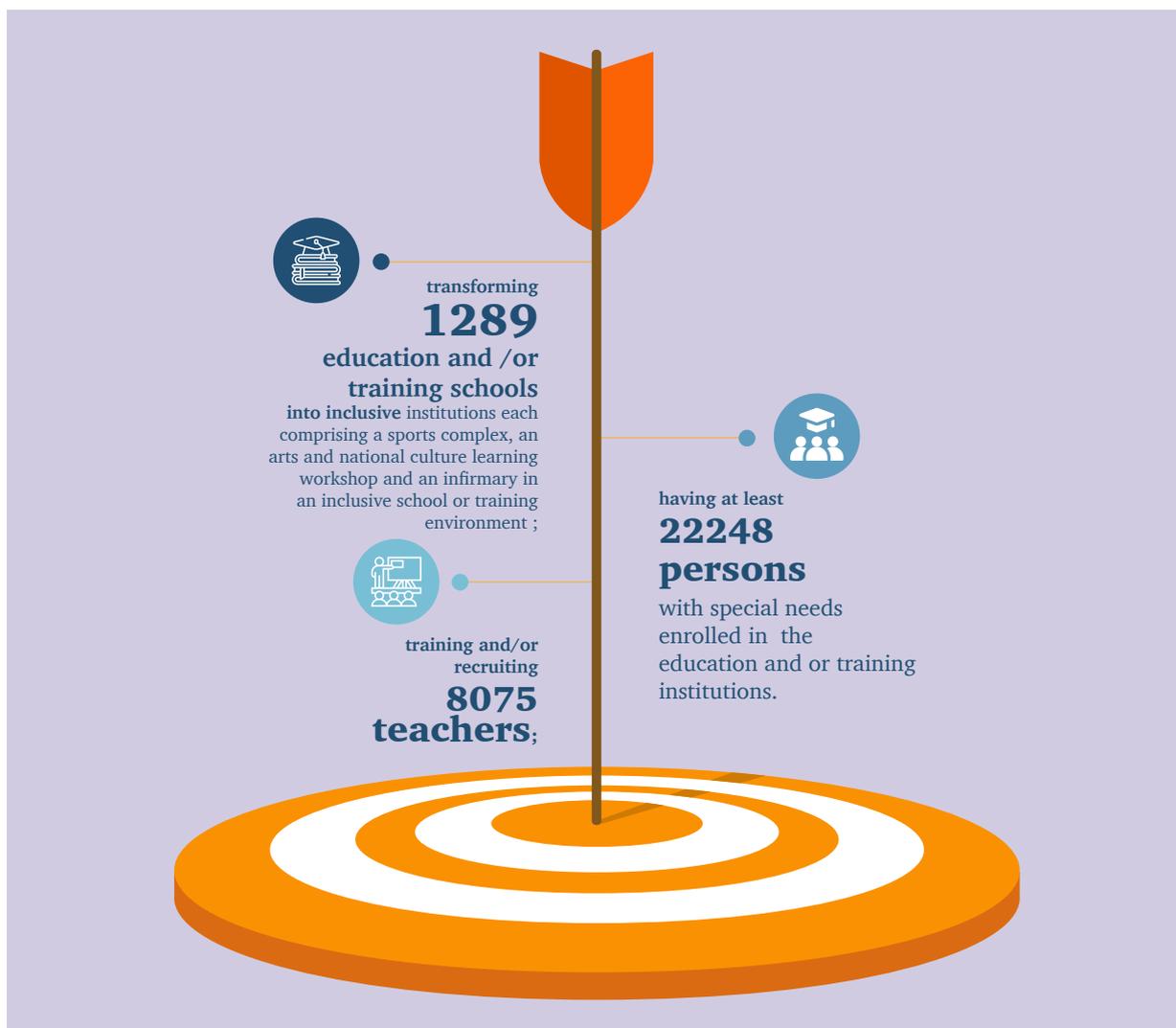
The current policy aims to encourage all learners, regardless of their background, to work together and thrive within the same education and training environment.

From a pedagogic and andragogic perspective, the chosen model consists of placing the learner in a standard classroom/training room/workshop supported by a specialised trainer. Under this model, a pedagogic or andragogic team is set up.

### III.3. Development Plan for Inclusive Education and Training Provision by Sector from 2024 to 2028

Development plan for inclusive education and training provision by sub-sector from 2024 to 2028							
No	Sector	Type of Education /Training structure	Number of education/ training structures targeted	Number of teachers to be trained and recruited per targeted school	Total number of teachers to be trained and recruited.	Chosen number of learners per education/ training structure	Total number of learners chosen.
1	MINEDUB	Nursery	360	5	1800	10	3600
		Primary	360	10	3600	30	10 800
		FLC	58	3	174	5	290
		NFBEC	58	3	174	5	290
		NLPC	58	3	174	5	290
<b>Sub-total MINEDUB</b>			<b>894</b>	<b>24</b>	<b>5 922</b>	<b>55</b>	<b>15 270</b>
2	MINESEC	Teacher Training (ENIEG/ ENIET)	5	10	50	15	75
		General secondary education	35	10	350	15	525
		Technical secondary education	35	10	350	15	525
<b>Sub-total MINESEC</b>			<b>75</b>	<b>30</b>	<b>750</b>	<b>45</b>	<b>1 125</b>
3	MINESUP		11	10	110	82	902
4	MINEFOP		122	6	732	5	610
5	MINPROFF		58	3	174	3	174
6	MINAS		58	3	174	64	3 712
7	MINJEC		71	3	213	5	355
<b>Sub-Total other Ministries</b>			<b>320</b>	<b>25</b>	<b>1 403</b>	<b>259</b>	<b>5 753</b>
<b>TOTAL</b>			<b>1 289</b>	<b>79</b>	<b>8 075</b>	<b>359</b>	<b>22 248</b>

The table above describes the development plan for the provision of inclusive education and training by sector from 2024 to 2028. Overall, this will involve:



### III.4. Goal

Following the above vision, this policy aims to outline the government's major interventions in the field of inclusive education and to provide guidelines for the implementation of these interventions in terms of quality, equity, relevance and accessibility in the same environment.

### III.5. Principles and Values

The following principles and values underpin this policy:

- ▼ every child has the right to a quality education appropriate to his or her life;
- ▼ educational offer should reflect diversity

and equity and be tailored to the socio-cultural, psychological and economic needs of all learners;

- ▼ inclusive education is beneficial to all learners, not just to persons with special needs;
- ▼ persons with special needs deserve empathy, solidarity and empowerment, not pity and charity;
- ▼ in general, inclusive education is a strategy promoting social justice, eliminating all forms of inequality, achieving social inclusion, and an inclusive society;
- ▼ The policy is designed and implemented using a multi-sectorial and participatory approach.



### III.6. General Objective:

The general objective of the National policy of inclusive education is to put in place a mechanism to ensure equal access to all stages of education and vocational training for all sections of the population, including those who are socially vulnerable, in order to improve their preschooling, schooling and/or vocational training.

### III.7. Specific Objectives

To achieve this overall objective, the policy specifically aims to:

- *improve access and social protection for persons with special needs;*
- *increase the participation of persons with special needs in teaching-learning and training processes and in evaluation systems;*
- *improve governance and partnership development.*

### III.8. Scenarios of the Vision

Three scenarios have been pre-identified: the trend, the progressive and the optimistic scenario.

The **trend scenario** focuses on the current situation of Inclusive Education, and capitalises on the first elements of the pilot phase implementation of inclusive schools. Therefore, it does not sufficiently take into account the reforms that the National Policy of Inclusive Education is planning. The implementation of this trend does not involve institutional changes. Moreover, its estimated impact on improving the situation of inclusive education remains low.

As for the **progressive scenario**, it is based on a more inclusive and holistic approach to inclusive education, reflecting the desired situation in a careful manner. It focuses on extending the pilot phase by emphasising the most sustainable elements with significant impact. The scenario involves the implementation of an action plan. The impact of the human capital development is quite significant. This scenario involves increasing

public and private funding and partnerships for inclusive education, and setting up an effective management and monitoring evaluation system.

The **optimistic scenario** relies on a generalised approach to inclusive education in all

sub-sectors, assuming that the entire education system should be inclusive. It extends to all the components of inclusive education by capitalising on the various pilot phases.

The strategic option chosen for the National Policy of Inclusive Education was based on four criteria: contributing to the achievement of the objectives of pillar 2 relating to the development of the NDS30 human capital, contributing to the access and equity aspect of the sectoral strategy, contributing to the quality and relevance aspect, and contributing to the achievement of SDG4, target 4.5.

For each of these criteria, the following indicators have been identified:



➤ **Concerning the criterion on achieving the objectives of Pillar 2 relating to the development of human capital of the NDS30:**

- enrolment rate of persons with special needs at all levels of the education and training system;
- human Capital Index;
- living standards and well-being index;
- success rate of persons with special needs in examinations and certifications;
- completion rates of persons with special needs.

➤ **As regards the second criterion on the contribution to the achievement of the NDS30:**

- reducing disparities and inequalities.

➤ **Regarding the criterion concerning the contribution to the access and equity aspect of**

**the sectorial strategy:**

- the enrolment/training rate of persons with special needs;
- the enrolment/training rate of girls and young women with disabilities;
- the completion rate of primary education/training of girls and young women with disabilities.

➤ **the contribution to the quality and relevance aspect, the contribution to the achievement of SDG4, target 4.5:**

- the level of adaptation of school curricula and textbooks;
- the number of teachers trained for inclusive education;
- the availability of appropriate pedagogic or andragogic resources for teacher education/training.

Scenario 2 was chosen because of its progressiveness and realism.

# STRATEGIC APPROACHES

In order to address the challenges identified above in the theoretical framework, three strategic approaches have been chosen, namely: increasing access and social protection of persons with special needs; improving the participation of persons with special needs in teaching-learning/training processes and evaluation systems; and improving governance and developing partnerships. .

## IV.1 Increasing Access and Social Protection of Persons with Special Needs Situations

This strategic intervention approach includes a strategic objective, a performance indicator and three activities.

**Strategic objective:** To improve access and social protection of persons with special needs to education and training institutions in a safe, healthy and protective environment.

**Performance indicator:** Percentage of persons with special needs in education and training institutions.



Activities for Action 1:	Stakeholders	Outputs	Performance indicators	Sources of verification	Critical conditions and assumptions
<p><b>Activity 1:</b> Implementation of measures to promote gender equality and social protection of vulnerable learners</p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINEFOP</li> <li>• MINEFOP</li> <li>• RLA</li> <li>• TFPs</li> </ul>	<ul style="list-style-type: none"> <li>• Measures taken to promote gender equality and social protection;</li> <li>• Measures taken to promote the education and training of girls</li> </ul>	<ul style="list-style-type: none"> <li>• Number of measures taken by sector for persons with disabilities, particularly girls;</li> <li>• Number of transport vehicles acquired by the councils to facilitate the transportation of persons with special needs to school and training centres</li> <li>• Number of persons with special needs, in particular girls, young women and learners in vulnerable situations in education and training institutions who completed the education or training cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical yearbooks,</li> <li>• Registers of education and training institutions;</li> <li>• Financial reports</li> </ul>	<ul style="list-style-type: none"> <li>• security crisis</li> <li>• health crisis</li> <li>• cash flow crisis</li> <li>• natural disasters</li> </ul>
<p><b>Activity 2:</b> Building an inclusive education and training environment</p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINEFOP</li> <li>• MINEFOP</li> <li>• RLA</li> <li>• TFPs</li> <li>• civil society</li> <li>• private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive education and training environment provided</li> </ul>	<ul style="list-style-type: none"> <li>• Number of education and training institutions with an inclusive education and training environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit reports</li> <li>• Acceptance reports of the development works</li> <li>• Field monitoring reports</li> <li>• images of the developed education/training institutions</li> </ul>	<ul style="list-style-type: none"> <li>• security crisis</li> <li>• health crisis</li> <li>• cash flow crisis</li> <li>• natural disasters</li> </ul>

Activities for Action 1:	Stakeholders	Outputs	Performance indicators	Sources of verification	Critical conditions and assumptions
<p><b>Activity 3:</b> Mobilisation of communities, administrations, education and training institutions, RLA for inclusive education</p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINAT</li> <li>• MINGOM</li> <li>• RLA</li> <li>• TFPs</li> <li>• civil society</li> <li>• private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Open days organised;</li> <li>• Stakeholders sensitised and mobilised;</li> <li>• Awareness campaigns organised;</li> <li>• Radio and television broadcasts;</li> <li>• Articles published in newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of open days organised</li> <li>• Number and type of actors sensitised and mobilised to promote inclusive education</li> <li>• Number of awareness campaigns organised</li> <li>• Number of radio and television broadcasts organised;</li> <li>• Number of articles published in newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Activity reports with attendance sheets and photographs</li> </ul>	<ul style="list-style-type: none"> <li>• security crisis</li> <li>• health crisis</li> <li>• cash flow crisis</li> <li>• natural disasters</li> <li>• Weak intersectorality</li> </ul>

## IV.2. Improving the Participation of Persons with Special Needs in Teaching-Learning and Training Processes and Evaluation Systems

This strategic intervention approach includes a strategic objective, a performance indicator and six activities.

**Strategic objective:** To adapt teaching-learning and training processes and evaluation systems to the needs of persons with special needs.

**Performance indicator:** Participation rate of persons with special needs in teaching-learning processes, training and evaluations.

Action 2 activities	Stakeholders	DELIVERABLES	Performance indicators	Verification sources	Critical conditions and hypotheses
<b>1. Adaptation of national education programmes and training guidelines to the educational needs of persons with special needs</b>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• GSOs</li> <li>• Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>• National education programmes and training guidelines adapted to the needs of people with disabilities and/or vulnerabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Number of national education programmes and training guidelines adapted to the needs of persons with special needs and implemented by sector</li> </ul>	<ul style="list-style-type: none"> <li>• Annual performance report for each sector</li> <li>• Followup/Evaluation report</li> <li>• Programme adaptation deliverables from providers</li> <li>• Validation reports of the various programmes</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Failure to take all targets into account</li> <li>• Scarcity of required expertise</li> <li>• Health and security crises</li> <li>• Lack of knowledge in project planning and management</li> <li>• Insufficient funding</li> <li>• Cash flow tension</li> <li>• Delay in programming activities</li> <li>• Challenges in life skills and team spirit (collaboration, respect for self and others, communication, etc.) in team work</li> <li>• Lack of respect for</li> <li>• Andragogical principles and training techniques</li> <li>• Lack of knowledge of learning styles and multiple intelligences</li> <li>• Digital illiteracy</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Censur of the target population and the main actors;</li> <li>• Training of pedagogic/andragogic actors in inclusion and digitalization;</li> <li>• Implementation of a proactive crisis management contingency plan;</li> </ul>

Action 2 activities	Stakeholders	DELIVERABLES	Performance indicators	Verification sources	Critical conditions and hypotheses
<p><b>2. Adapting and ongoing certification assessments to the needs of persons with special needs</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• CSOS</li> <li>• Steering</li> <li>• Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessments and certification adapted to the needs of persons with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of continuous assessment and certification materials adapted and in force</li> </ul>	<ul style="list-style-type: none"> <li>• Annual performance report for each sector</li> <li>• Followup/Evaluation report</li> <li>• Elaborators' workshop reports, etc.</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Failure to take all targets into account</li> <li>• Scarcity of required expertise</li> <li>• Health and security crises</li> <li>• Lack of knowledge in project planning and management</li> <li>• Insufficient funding</li> <li>• Cash flow tension</li> <li>• Delay in programming activities</li> <li>• Inappropriate identification of main actors</li> <li>• Challenges in life skills and teamwork</li> <li>• Collaboration self-respect, communication, etc.) in team work</li> <li>• Lack of respect for Andragogical principles and training techniques</li> <li>• Lack of knowledge of learning styles and multiple intelligences</li> <li>• Digital illiteracy</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Censur of the target population and the main actors;</li> <li>• Training of pedagogic/andragogic actors in inclusion and digitalization;</li> <li>• Implementation of a proactive crisis management contingency plan;</li> <li>• Insertion of management and planning courses in the training of the actors of the pedagogy</li> </ul>

Action 2 activities	Stakeholders	DELIVERABLES	Performance indicators	Verification sources	Critical conditions and hypotheses
<p><b>3. Editing, production and distribution of teaching aids and materials adapted to the needs of persons with special needs and/or vulnerability</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• CSOs steering committee</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks, teaching aids and materials published, produced and distributed adapted to the needs of persons with special needs, developed</li> </ul>	<ul style="list-style-type: none"> <li>• Number of textbooks, teaching aids and materials published, produced and distributed adapted to the needs of persons with special needs, developed and available</li> </ul>	<ul style="list-style-type: none"> <li>• Annual performance report for each sector</li> <li>• Followup/Evaluation report</li> <li>• Elaborators' workshop reports, etc.</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Failure to take all targets into account</li> <li>• Scarcity of required expertise</li> <li>• Health and security crises</li> <li>• Lack of knowledge in project planning and management</li> <li>• Insufficient funding</li> <li>• Cash flow tension</li> <li>• Delay in programming activities</li> <li>• Inappropriate identification of main actors</li> <li>• Challenges in life skills and teamwork</li> <li>• Collaboration self-respect, communication, etc.) in team work</li> <li>• Lack of respect for</li> <li>• Andragogical principles and training techniques</li> <li>• Lack of knowledge of learning styles and multiple intelligences</li> <li>• Digital illiteracy</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Census of the target population and the main actors;</li> <li>• Training of pedagogic/andragogic actors in inclusion and digitalization;</li> <li>• Implementation of a proactive crisis management contingency plan.</li> </ul>

Action 2 activities	Stakeholders	DELIVERABLES	Performance indicators	Verification sources	Critical conditions and hypotheses
<p><b>4. Training of administrative, pedagogic/ andragogic and educational supervisors of teachers and trainers of persons with special needs</b></p>	<ul style="list-style-type: none"> <li>• MINEBUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• CSOs steering committee</li> </ul>	<ul style="list-style-type: none"> <li>• The administrative, pedagogic and andragogic officials, teachers and trainers of persons with special needs trained</li> </ul>	<ul style="list-style-type: none"> <li>• Number of administrative, pedagogic/ andragogic and educational officials of teachers and trainers trained</li> </ul>	<ul style="list-style-type: none"> <li>• report for each sector</li> <li>• Followup/Evaluation report</li> <li>• Elaborators' workshop reports, etc.</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Failure to take all targets into account</li> <li>• Scarcity of required expertise</li> <li>• Health and security crises</li> <li>• Lack of knowledge in project planning and management</li> <li>• Insufficient funding</li> <li>• Cash flow tension</li> <li>• Delay in programming activities</li> <li>• Inappropriate identification of main actors</li> <li>• Challenges in life skills and teamwork</li> <li>• (Collaboration self-respect, communication, etc.) in team work</li> <li>• Lack of respect for Andragogical principles and training techniques</li> <li>• Lack of knowledge of learning styles and multiple intelligences</li> <li>• Digital illiteracy</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Census of the target population and the main actors;</li> <li>• Training of pedagogic/ andragogic actors in inclusion and digitalization;</li> <li>• Implementation of a proactive crisis management contingency plan;</li> </ul>

Action 2 activities	Stakeholders	DELIVERABLES	Performance indicators	Verification sources	Critical conditions and hypotheses
<p><b>5. Use of ICT-related educational technologies in teaching, learning and training activities</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINEFOP</li> <li>• MINJEC</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINDEVEL</li> <li>• MINPOSTEL</li> <li>• RLAs</li> <li>• TFPs</li> <li>• Private actors</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, learning and training activities using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teaching, learning and training activities using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Annual performance report for each sector</li> <li>• Followup/Evaluation report</li> <li>• Remediation report</li> <li>• Digital Cameroon Strategic Plan</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Failure to take all targets into account</li> <li>• Scarcity of required expertise</li> <li>• Low level of telephone network coverage</li> <li>• Low internet penetration</li> <li>• Weakness of the energy equation</li> <li>• High cost and scarcity of equipment, devices and applications</li> <li>• Health and security crises</li> <li>• Lack of knowledge in project planning and management</li> <li>• Insufficient funding</li> <li>• Cash flow tension</li> <li>• Delay in programming activities</li> <li>• Inappropriate identification of main actors</li> <li>• Challenges in life skills and teamwork</li> <li>• (Collaboration self-respect, communication, etc.) in team work</li> <li>• Lack of respect for Andragogical principles and training techniques</li> <li>• Lack of knowledge of learning styles and multiple intelligences</li> <li>• Digital illiteracy</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Censur of the target population and the main actors;</li> <li>• Training of pedagogic/andragogic actors in inclusion and digitalization;</li> <li>• Implementation of a proactive crisis management contingency plan;</li> </ul>

Action 2 activities	Stakeholders	DELIVERABLES	Performance indicators	Verification sources	Critical conditions and hypotheses
<p><b>Establishment of facilities necessary for the effective participation of persons with special needs in sporting, cultural and artistic activities</b></p>	<ul style="list-style-type: none"> <li>• MINE DUB</li> <li>• MINE SEC</li> <li>• MINE SUP</li> <li>• MINE PROFF</li> <li>• MINE FOP</li> <li>• MINE JEC</li> <li>• MINE AS</li> <li>• MINE PAT</li> <li>• MINE DEVEL</li> <li>• MINE POSTEL</li> <li>• DTU</li> <li>• TFP</li> <li>• Private actors</li> </ul>	<ul style="list-style-type: none"> <li>• Sports, cultural and/or artistic facilities adapted to persons with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Sports, cultural and/or artistic facilities adapted to persons with special needs.,</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes for the reception and / or development of Sports, cultural and/or artistic facilities adapted to persons with special needs. ;</li> <li>• pictures/ videos of the said facilities.</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Security crises</li> <li>• Health crisis</li> <li>• Cash-flow tension</li> <li>• Natural disasters</li> <li>• Corruption</li> </ul> <p><b>Preventive measures :</b></p> <ul style="list-style-type: none"> <li>• development of partnership with development oartners,</li> <li>• search for external financing from donors</li> </ul>
<p><b>Establishment of appropriate health and medical facilities in the education and/or training institutions</b></p>	<ul style="list-style-type: none"> <li>• MINE DUB</li> <li>• MINE SEC</li> <li>• MINE SUP</li> <li>• MINE PROFF</li> <li>• MINE FOP</li> <li>• MINE JEC</li> <li>• MINE AS</li> <li>• MINE PAT</li> <li>• MINE DEVEL</li> <li>• MINE POSTEL</li> <li>• DTU</li> <li>• TFP</li> <li>• Private actors</li> </ul>	<ul style="list-style-type: none"> <li>• Existence or availability of appropriate health and medical facilities in the education and /or training institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Number of appropriate health and medical facilities built in the education and /or training institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes for the reception and / or development of appropriate health and medical facilities;</li> <li>• pictures/ videos of the said facilities ;</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Security crises</li> <li>• Health crisis</li> <li>• Cash-flow tension</li> <li>• Natural disasters</li> <li>• Corruption</li> </ul> <p><b>Preventive Measures:</b></p> <ul style="list-style-type: none"> <li>• development of partnership with development oartners,</li> <li>• search for external financing from donors</li> </ul>

### IV.3. Improving governance and developing partnerships

This last strategic axis of intervention includes a strategic objective, a performance indicator and seven activities.

**Strategic goal:** Improve the implementation of the National policy of inclusive education

**Performance Indicator:** implementation rate of activities related to inclusive education

Activities	Stakeholders	Deliverables	Performance indicators	References	Risks and mitigation measures
<p><b>1- Seeking partnerships for inclusive education</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• RLA</li> <li>• TFPs</li> <li>• CSOs</li> <li>• Private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership agreements</li> <li>• Conventions</li> <li>• Memoranda</li> <li>• pleas</li> </ul>	<ul style="list-style-type: none"> <li>• Number of partnership agreements, conventions, memoranda concluded to promote inclusive education;</li> <li>• Number of pleas performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Sector Analysis Reports;</li> <li>• Sectoral archives/chronicles;</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Pandemics and other global crises;</li> <li>• Weakness in intersectorality</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Implementation of a proactive crisis management contingency plan;</li> <li>• Strengthening the local partnership;</li> <li>• Strengthening government solidarity</li> </ul>
<p><b>2- Mobilization of financial and material resources inclusive education</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• RLA</li> <li>• TFPs</li> <li>• CSOs</li> <li>• Private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources mobilized</li> <li>• Material resources mobilized</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of public budget devoted to inclusive education</li> <li>• Amount of external funding (FINEX)</li> <li>• Value of material resources mobilized</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on the performance of the sectors</li> <li>• CAA Report on FINEX</li> <li>• COPIL Periodic Evaluation Report</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Pandemics and other global crises;</li> <li>• Weakness in intersectorality</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Implementation of a proactive crisis management contingency plan;</li> <li>• Strengthening local partnerships;</li> <li>• Strengthening government solidarity</li> <li>• The fluctuating dollar.</li> </ul>

Activities	Stakeholders	Deliverables	Performance indicators	References	Risks and mitigation measures
<p><b>3- Coordinating, monitoring and evaluation of policy activities</b></p>	<ul style="list-style-type: none"> <li>Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and Evaluation Plan for the NPDIE</li> <li>Steering Committee Sessions</li> <li>Follow-up and evaluation missions</li> </ul>	<ul style="list-style-type: none"> <li>Completion rate of the follow-up and evaluation plan,</li> <li>Number of Steering Committee sessions</li> </ul>	<ul style="list-style-type: none"> <li>Steering Committee</li> <li>Session Reports</li> <li>Follow-up and evaluation mission reports</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>Delay in setting up the COPL;</li> <li>The non-budgeting of Committee's activities;</li> <li>Weakness in intersectorality</li> <li>Currency fluctuations.</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>Accelerate the setting up of the COPL;</li> <li>Taking into account the cost of COPL activities in budgeting;</li> <li>Strengthening government cohesion.</li> </ul>
<p><b>4- Studies and statistical productions</b></p>	<ul style="list-style-type: none"> <li>INS</li> <li>BUCREP</li> <li>MINEDUB</li> <li>MINAS</li> <li>MINEPAT</li> <li>MINESUP</li> <li>MINPROFF</li> <li>MINDDEVEL</li> <li>MINJEC</li> <li>MINESEC</li> <li>MINEFOP</li> <li>RLAs</li> <li>TFPs</li> <li>CSOs</li> <li>Private partners</li> </ul>	<ul style="list-style-type: none"> <li>Studies on inclusive education</li> <li>Inclusive Education Databases</li> </ul>	<ul style="list-style-type: none"> <li>Number of studies carried out on inclusive education</li> <li>Number of available databases</li> <li>Number of variables recorded</li> </ul>	<ul style="list-style-type: none"> <li>Study reports</li> <li>Statistical yearbooks</li> <li>Analysis reports</li> <li>Updated SIGE</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>limited human, financial and material resources;</li> <li>Weakness in intersectorality;</li> <li>Low use of online data collection.</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>Develop human, financial and material resources;</li> <li>Strengthening government cohesion;</li> <li>Migrating to online data collection;</li> </ul>

Activities	Stakeholders	Deliverables	Performance indicators	References	Risks and mitigation measures
<p><b>5- Improvement of the normative, legal and institutional framework for inclusive education</b></p>	<ul style="list-style-type: none"> <li>• MINJUSTICE</li> <li>• ANOR</li> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• CSOs</li> <li>• Private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Improved legal and institutional normative framework</li> </ul>	<ul style="list-style-type: none"> <li>• Number of texts developed or revised in support of inclusive education;</li> <li>• Number of texts in support of popularized education.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports of the legal units of the sectors</li> <li>• COFIL Periodic Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen governmental cohesion.</li> </ul>
<p><b>6- Research and development of pedagogic and andragogic resources in inclusive education</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINPROFF</li> <li>• MINEFOP</li> <li>• MINJEC</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINDDEVEL</li> <li>• RLAs</li> <li>• TFPs</li> </ul>	<ul style="list-style-type: none"> <li>• Research activities performed in the development of educational resources in use education.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of research studies in the development of educational resources in inclusive education;</li> <li>• Number of educational resources developed and used</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on the performance of each sector</li> <li>• Followup/ Evaluation report</li> <li>• Reports of the research carried out</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to take all targets into account</li> <li>• Scarcity of required expertise</li> <li>• Health and security crises</li> <li>• Lack of knowledge in project planning and management</li> <li>• Insufficient funding</li> <li>• Cash flow tension</li> <li>• Delayed programming of activities</li> <li>• Inappropriate identification of key actors</li> <li>• Challenges in life skills and teamwork (Collaboration self-respect, communication, etc.) in team work</li> </ul>

Activities	Stakeholders	Deliverables	Performance indicators	References	Risks and mitigation measures
<p><b>6-Research and development of pedagogic and andragogic resources in inclusive education</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINEFOP</li> <li>• MINJEC</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINDDEVEL</li> <li>• RLAs</li> <li>• TFPs</li> </ul>	<ul style="list-style-type: none"> <li>• Research activities performed in the development of educational resources in usive education.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of research studies in the development of educational resources in inclusive education;</li> <li>• Number of educational resources developed and used</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on the performance of each sector</li> <li>• Followup/ Evaluation report</li> <li>• Reports of the research carried out</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of respect for Andragogical principles and training techniques</li> <li>• Lack of knowledge of learning styles and multiple intelligences</li> <li>• Digital illiteracy</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Census of the target population and the main actors;</li> <li>• Training of pedagogic/andragogic actors in inclusion and digitalization;</li> <li>• Implementation of a proactive crisis management contingency plan;</li> </ul>
<p><b>7-Improvement of staff working conditions</b></p>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• CSOs</li> <li>• Private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Incentive for measures staff</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff benefiting from incentive measures</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports on the performance of sectors;</li> <li>• COPIIL Periodic Evaluation Report.</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Arguing for vulnerability budgeting;</li> <li>• Increase funding for staff in inclusive classrooms.</li> </ul>

Activities	Stakeholders	Deliverables	Performance indicators	References	Risks and mitigation measures
<b>8-Human Resource Development</b>	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINDDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• RLAs</li> <li>• TFPs</li> <li>• GSOs</li> <li>• Private partners</li> </ul>	<ul style="list-style-type: none"> <li>• Staff capacities</li> <li>• Specialized staff recruited</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff with capacity in inclusive education;</li> <li>• Number of specialized staff recruited.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports on the performance of sectors;</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Insufficient funding;</li> <li>• Non-budgeting of capacity</li> </ul> <p><b>Mitigation measures:</b></p> <ul style="list-style-type: none"> <li>• Taking into account the budget allocated to the continuous training of staff.</li> </ul>

# SECTION III

## OPERATIONAL FRAMEWORK FOR IMPLEMENTING THE NATIONAL POLICY OF INCLUSIVE EDUCATION





# COST OF ACTIONS AND FUNDING PLAN

## V.1. COSTS OF ACTIONS



**ACTION 1:**  
IMPROVING ACCESS AND SOCIAL PROTECTION FOR PERSONS WITH SPECIAL NEEDS  
**(27 486 225 000)**



**Strategic focus of the NDS30:**  
Pillar 2 (development of human capital and well-being)



**Strategic goal:**  
Increase access to education and training institutions to at least 25 % of persons with special needs in an adapted, safe, healthy and protective environment by 2028



**Target:**  
Increase the number of persons with special needs in education and training institutions to at least 25 % by 2028





### Performance indicators:

- *Number of measures to promote gender equality and protect vulnerable learners implemented;*
- *Number and type of educational facilities (classrooms, workshops, ramps, orientation signs, guardrails, playgrounds) developed or constructed;*
- *Number of gender-sensitive and inclusive latrines developed/constructed;*
- *Number of awareness campaigns on inclusive education organized;*
- *Number of local elected officials, administrative authorities, officials of central and devolved services, traditional and/or religious authorities... sensitized on inclusive education;*
- *Number of persons with special needs in education and training institutions;*
- *Proportion of persons with special needs in education and training institutions; - Proportion of girls/women with special needs situations in education and training institutions.*

### Summary of the strategy of the action:

- ▼ Implementation of measures to promote gender equality and protect vulnerable learners **(8 876 100 000);** \_\_\_\_\_
- ▼ Mobilization of communities, administrations, education and training institutions, Local Authorities in favor of inclusive education **(4 270 000 000).** \_\_\_\_\_
- ▼ Development of an inclusive educational and training environment **(14 340 125 000);** \_\_\_\_\_



Activities - sub-activities	Quantity over the 5 years	Unit cost (Thousands of CFA francs)	Overall cost (Thousands of CFA francs)	Officials	Sources of funding	Period				
						2024	2025	2026	2027	2028
<b>ACTION 1: ACCESS AND SOCIAL PROTECTION FOR PERSONS WITH SPECIAL NEEDS (27 560 825 000)</b>										
<b>Activity 1: Implementation of measures to promote gender equality and protect vulnerable learners (8 876 100 000)</b>										
<b>A11</b>	Development of a harmonized identification tool for girls and young women with visible and non-visible disabilities	1	75 000	75 000	<ul style="list-style-type: none"> <li>Implementati on and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET of the Implementati on and Monitoring Committee</li> <li>TFPs</li> </ul>				
<b>A12</b>	Campaign to identify girls and young women with visible and non-visible disabilities	1x7x5=35	50 000	1 750 000	<ul style="list-style-type: none"> <li>MINEDUB</li> <li>MINESEC</li> <li>MINEFOP</li> <li>MINESUP</li> <li>MINJEC</li> <li>MINAS</li> <li>MINPROFF</li> <li>MINSANTE</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET PER SECTOR;</li> <li>MINEPAT (SWEED Cameroon)</li> </ul>				
<b>A13</b>	Mapping of disabilities and identification of their needs in material and financial resources	7x5=35	11 000	385 000	<ul style="list-style-type: none"> <li>Implementati on and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET of the Implementati on and Monitoring Committee</li> <li>TFPs</li> </ul>				
<b>A14</b>	Referral of children with medical and social needs to the medical or social service for care	7x5=35	10 000	350 000	<ul style="list-style-type: none"> <li>MINEDUB</li> <li>MINESEC</li> <li>MINEFOP</li> <li>MINESUP</li> <li>MINJEC</li> <li>MINAS</li> <li>MINPROFF</li> <li>MINSANTE</li> <li>TFPs</li> <li>CSOS</li> <li>Private sector</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET PER SECTOR;</li> <li>TFP</li> <li>CSO</li> <li>Private sector</li> <li>MINEPAT (SWEED Cameroon)</li> </ul>				

Activities - sub-activities		Quantity over the 5 years	Unit cost (Thousands of CFA francs)	Overall cost (Thousands of CFA francs)	Officials	Sources of funding	Period				
							2024	2025	2026	2027	2028
<b>A15</b>	Multi-faceted support (scholarships, vocational training grants, kits, equipment, appliances, etc.) for girls, young women and learners in vulnerable situations (displaced persons, refugees, minorities, etc.)	MINEDUB (894) + MINESEC (75) + MINEFOP (122) + MINESEC (11) + MINJEC (71) + MINPROFF (58) + MINAS (58) = 1 289 (IEF)	4 900	6 316 100	<ul style="list-style-type: none"> <li>MINEDUB</li> <li>MINESEC</li> <li>MINEFOP</li> <li>MINESEC</li> <li>MINJEC</li> <li>MINAS</li> <li>MINPROFF</li> <li>MINSANTE</li> <li>TFPs</li> <li>OSC</li> <li>Private sector</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET PER</li> <li>SECTOR</li> <li>TFPs</li> <li>CSOS</li> <li>Private sector;</li> <li>MINEPAT (SWEED Cameroon)</li> </ul>					
<b>Activity 2: Developing an Inclusive Education and Training Environment (14 340 125 000)</b>											
<b>A21</b>	Audit of the environments of inclusive education and training institutions	MINEDUB (894) + MINESEC (75) + MINEFOP (122) + MINESEC (11) + MINJEC (71) + MINPROFF (58) + MINAS (58) = 1 289 (IEF)	1 125	1 450 125	<ul style="list-style-type: none"> <li>MINEDUB</li> <li>MINESEC</li> <li>MINEFOP</li> <li>MINESEC</li> <li>MINJEC</li> <li>MINAS</li> <li>MINPROFF</li> <li>TFPs</li> <li>OSC</li> <li>Private sector</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET PER</li> <li>SECTOR</li> <li>TFPs</li> <li>CSO</li> <li>Private sector;</li> <li>MINEPAT (SWEED Cameroon)</li> </ul>					
<b>A22</b>	Designing the physical environments of education and training institutions (classroom infrastructure, workshops, ramps, orientation signs, guardrails, playgrounds, construction of gender-sensitive and inclusive latrines, corridors)	MINEDUB (894) + MINESEC (75) + MINEFOP (122) + MINESEC (11) + MINJEC (71) + MINPROFF (58) + MINAS (58) = 1 289 (IEF)	10 000	12 890 000	<ul style="list-style-type: none"> <li>MINEDUB</li> <li>MINESEC</li> <li>MINEFOP</li> <li>MINESEC</li> <li>MINJEC</li> <li>MINAS</li> <li>MINPROFF</li> <li>TFPs</li> <li>OSC</li> <li>Private sector</li> </ul>	<ul style="list-style-type: none"> <li>BUDGET PER</li> <li>SECTOR</li> <li>TFPs</li> <li>CSO</li> <li>Private sector;</li> <li>MINEPAT (SWEED Cameroon)</li> </ul>					

Activities - sub-activities		Quantity over the 5 years	Unit cost (Thousands of CFA francs)	Overall cost (Thousands of CFA francs)	Officials	Sources of funding	Period			
							2024	2025	2026	2027
<b>Activity 3: Mobilization of communities, administrations, education and training institutions, Local Authorities in favour of inclusive education (4 270 000 000)</b>										
<b>A31</b>	Organization of open houses on inclusive education	5x7 = 35	50 000	1 750 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINJEC</li> <li>• MINAS</li> <li>• MINPROF</li> <li>• TFPs</li> <li>• OSC</li> <li>• Private sector</li> </ul>	<ul style="list-style-type: none"> <li>• BUDGET PER</li> <li>• SECTOR</li> <li>• TFPs</li> <li>• CSO</li> <li>• Private sector;</li> <li>• MINEPAT (SWEED Cameroon)</li> </ul>				
<b>A32</b>	Mobilization of local public administrations (devoled services of the State) and Local Authorities	3 joint meetings	50 000	150 000	<ul style="list-style-type: none"> <li>• Implementa tion and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>• BUDGET</li> <li>• Implementation and Monitoring Committee;</li> <li>• TFPs</li> </ul>				
<b>A33</b>	Informing and sensitizing the educational community and the vocational training community about inclusive education	360 Councils	2 000	2 160 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINJEC</li> <li>• MINAS</li> <li>• MINPROF</li> <li>• TFPs</li> <li>• OSC</li> <li>• Private sector</li> </ul>	<ul style="list-style-type: none"> <li>• Budget of each administration;</li> <li>• TFPs</li> <li>• CSO</li> <li>• Private sector</li> <li>• MINEPAT (SWEED Cameroon)</li> </ul>				
<b>A34</b>	Organisation des campagnes de communication	3x7 = 21	10 000	210 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINJEC</li> <li>• MINAS</li> <li>• MINPROF</li> <li>• TFPs</li> <li>• OSC</li> <li>• Private sector</li> </ul>	<ul style="list-style-type: none"> <li>• Budget of each administration;</li> <li>• TFPs</li> <li>• CSO</li> <li>• Private sector</li> <li>• MINEPAT (SWEED Cameroon)</li> </ul>				



**ACTION 2:**

IMPROVING THE PARTICIPATION OF PERSONS WITH SPECIAL NEEDS  
IN THE TEACHING/LEARNING AND TRAINING PROCESS AND THE  
SYSTEM OF EVALUATION

**(77 970 400 000)**



**Strategic focus  
of NDS30:**

Development of human  
Capital and well-being



**Strategic  
objective:**

Adapt the teaching/learning  
Adapt the teaching/learning  
and training process, and  
the systems of evaluation to  
persons with special needs.



**Target:**

Increase in the participation  
Increase in the participation  
rate of at least 25% of  
persons with special needs  
in the teaching/learning  
and training process by  
2028.





### Performance indicators:

- *Number of national education programs and training standards in languages adapted to the needs of persons with special needs and vulgarised;*
- *Number and type of material suitable for continuous assessment and certification of persons with special needs and vulgarised;*
- *Number of teaching aids and didactic material suitable for persons with special needs edited, produced and published;*
- *Number of administrative, pedagogic et andragogical officials, teachers and trainers of persons with special needs trained on inclusive education;*
- *Number et type of pedagogic et andragogical resources on inclusive education developed and vulgarised;*
- *Rate of ICT use in teaching, learning and training activities of persons with special needs.*

### Summary of the strategy of the action: 77 970 400 000

- ▼ Adapting national education programs and training standards to the needs of persons with special needs  
**(5 600 000 000) ; \_\_\_\_\_**
- ▼ Adapting continuous assessment and certification persons with special needs  
**(1 400 000 000) ; \_\_\_\_\_**
- ▼ editing, producing and publishing teaching aids and didactic materials suitable for persons with special needs  
**(1 350 000 000) \_\_\_\_\_**
- ▼ Training (initial and continuous) of administrative, pedagogic and andragogical officials, teachers and trainers of persons with special needs on inclusive education  
**(3 093 400 000) ; \_\_\_\_\_**
- ▼ Use of Educational technologies related to ICT in teaching, learning and training activities  
**(1 735 000 000) ; \_\_\_\_\_**
- ▼ Provision of facilities necessary for the participation of persons with special needs in sporting, cultural and artistic activities  
**(45 360 000 000) ; \_\_\_\_\_**
- ▼ Provision of appropriate health and medical facilities in education and/or training institutions  
**(19 432 000 000). \_\_\_\_\_**

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
<b>Action 2: Improving the participation of persons with special needs in teaching/learning and training processes and in evaluation systems 77 970 400 000</b>											
<b>Adapting national education programmes and training frameworks to the educational needs of persons with special needs (5 600 000 000)</b>											
<b>A21</b>				1 400 000	<ul style="list-style-type: none"> <li>• MINEEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
<b>A211</b>	Modification of existing national education and training programmes to make them flexible for inclusive teaching and learning	7(1 consulting X7)  7(1 Approval workshop X7)	150 000  50 000	1 400 000	<ul style="list-style-type: none"> <li>• MINEEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
<b>A212</b>	Translation of curricula and training materials into Braille	7(1 consulting X7)  7(1 Approval workshop X7)	150 000  50 000	1 400 000	<ul style="list-style-type: none"> <li>• MINEEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
A213	Translation of curricula and training materials into audio	7(1 consulting X 7)	150 000	1 400 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
		7(1 Approval workshop X7)	50 000								
A214	Translation of curricula and training materials into video	7(1 consulting X 7)	150 000	1 400 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
		7(1 Approval workshop X7)	50 000								
A22	Adapting ongoing and certificate-based assessments to the needs of persons with special needs (1 400 000 000)										
A221	Appropriate accommodation of ongoing assessments for persons with special needs	14 (2 workshops x 7)	50 000	700 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
A222	Adequate accommodation of certification examinations for persons with special needs	14 (2 workshops x 7)	50 000	700 000	<ul style="list-style-type: none"> <li>• MINEUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
A23	Editing, producing and distributing of teaching aids and materials adapted to the needs of persons with special needs (1 350 000 000)										
A231	Editing, producing and distributing teaching aids and materials adapted to the needs of persons with special needs	15 000 (teachers + supervisory chain)	10	150 000	<ul style="list-style-type: none"> <li>• Research and development centres for educational and training resources</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities	Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	Period				
						2024	2025	2026	2027	2028
<b>A232</b> Information and awareness raising for publishers on innovations in education and training programmes	1 workshop	50 000	50 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> <li>• CNAMSMMD</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
<b>A233</b> Editing, producing and disseminating training manuals and pedagogic/ andragogic and educational guides	15 000 (teachers + supervisory chain)	10	150 000	<ul style="list-style-type: none"> <li>• Research and development centres for educational and training resources</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
<b>A234</b> Editing, producing and disseminating booklets and other evaluation materials	40 000 (learners + teachers + administrative and pedagogic/ andragogic supervisors) X5=200 000	5	1 000 000	<ul style="list-style-type: none"> <li>• Centres de recherche et développement des ressources pédagogiques et andragogiques</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
A24	Training (initial and in-service) of pedagogic/andragogic and educational administrators, teachers and trainers of persons with special needs on inclusive education (3 093 400 000)										
A241	Developing the modules and monitoring and evaluating the training	2 (sessions) X7 (sectoral) X2 (years) = 28	20 000	560 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
A242	Sensitising the administrative, pedagogic/andragogic and educational chain on the National policy of inclusive education	1X (National level) Regional level) X7 (sectoral) = 7sessions	30 000 + 150 000	1 260 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
A243	Capacity building of teachers, trainers and other stakeholders on the National policy of inclusive education	2 years	250 000	500 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
A244	Pedagogic day of supervision and remediation of training on learning outcomes in Inclusive Education	2 578(1 289 structures X 2 years)	300	773 400	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
Use of ICT-related educational technologies in teaching, learning and training activities (1 735 000 000)											
A25											
A251	Identifying ICT-related educational technologies needed for inclusive education and training	5 x 7=35	5 000	175 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> <li>• MINPOSTEL</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment</li> <li>• Budget (PIB)</li> <li>• TFPS</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
A252	Acquiring and distributing ICT-related educational technologies (hearing and visual aids, portable Braille note-takers, selected computer software, GPS, talking laptops, etc.) in inclusive education and training activities	4x7=28	50 000	1 400 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment</li> <li>• Budget (PIB)</li> <li>• TFPS</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities		Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	2024	2025	2026	2027	2028
<b>A253</b>	Operating existing community telecentres and expanding digital access points in pilot areas	100 Centres	500	50 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> <li>• MINPOSTEL</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment</li> <li>• Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
	Setting up a website for access to educational and training resources in inclusive education			5 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> <li>• MINPOSTEL</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment</li> <li>• Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					
	Annual maintenance and hosting of the website	7 X3 = 21	5 000	105 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> <li>• MINSEP</li> <li>• MINPOSTEL</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment</li> <li>• Budget (PIB)</li> <li>• TFPs</li> <li>• CSOs</li> <li>• TDCs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charities</li> </ul>					

Activities -sub-activities	Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	Period					
						2024	2025	2026	2027	2028	
Putting in place or provision of necessary facilities for the participation of persons with special needs for sports, cultural and artistic activities (45 360 000 000)											
A26											
Design standard plans for the construction of a modern inclusive school/training center including sports complex, an arts and national culture workshop	7	5 000	35 000	<ul style="list-style-type: none"> <li>• MINEUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public investment Budget (BIP)</li> <li>• TFP</li> <li>• CSO</li> <li>• DTU</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Business organisations</li> <li>• Charity organisations</li> </ul>						
Build and equip sportss complex and an arts and national culture workshops	1295	35 000	45 325 000	<ul style="list-style-type: none"> <li>• MINEUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public investment Budget (BIP)</li> <li>• TFP</li> <li>• CSO</li> <li>• DTU</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Business organisations</li> <li>• Charity organisations</li> </ul>						

Activities -sub-activities	Amount over the 5 years	Unit cost (Thousands of FCFA)	Total cost (Thousands of FCFA)	Persons in charge	Funding sources	Period				
						2024	2025	2026	2027	2028
<b>Provision of appropriate health and medical facilities in education and/or training institutions (19 432 000 000)</b>										
A27										
Design a standard plan for the construction of an infirmary suitable for persons with specific needs in the education and/or training institutions.	7	1 000	7 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public investment Budget (BIP)</li> <li>• TFP</li> <li>• CSO</li> <li>• DTU</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Business organisations</li> <li>• Charity organisations</li> </ul>					
Build and equip infirmaries in education and/or training institutions	1295	15 000	19 425 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public investment Budget (BIP)</li> <li>• TFP</li> <li>• CSO</li> <li>• DTU</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Business organisations</li> <li>• Charity organisations</li> </ul>					



### ACTION 3:

GOVERNANCE AND PARTNERSHIP DEVELOPMENT

**(12 157 250 000)**



#### Strategic focus on the NDS30:

Pillar 4 (governance, decentralisation and strategic management of the State).



#### Strategic objective:

Optimise the implementation of the National Policy of Inclusive Education



#### Target:

At least 75% of the activities of the National Policy of Inclusive Education will be implemented by 2028.





### Performance indicators:

- *Number of partnerships for inclusive education formalised;*
- *Amount of financial and material resources mobilised for inclusive education;*
- *Number of monitoring and assessment missions carried out;*
- *Available data collection system on inclusive education;*
- *Number of statistical studies on inclusive education conducted;*
- *Number of texts on inclusive education reviewed;*
- *Number of new texts on inclusive education signed;*
- *Number of staff trained to provide pedagogical, andragogical and didactic resources for inclusive education.*

### Overview of the action strategy:

- ▼ Seeking partnerships for inclusive education  
**(360 000 000)** ; \_\_\_\_\_
- ▼ Mobilising financial and material resources for inclusive education  
**(25 000 000)** ; \_\_\_\_\_
- ▼ Coordination, monitoring and evaluation  
**(320 000 000)** ; \_\_\_\_\_
- ▼ Research and statistical production  
**(210 000 000)** ; \_\_\_\_\_
- ▼ Improving the normative, legal and institutional framework for inclusive education  
**(380 000 000)** ; \_\_\_\_\_
- ▼ Researching and developing pedagogic and andragogic resources for inclusive education  
**(1 785 000 000)** ; \_\_\_\_\_
- ▼ Improving the working conditions of staff  
**(7 267 500 000)** ; \_\_\_\_\_
- ▼ Developing Human Resources  
**(1 927 750 000)**. \_\_\_\_\_

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period				
						2024	2025	2026	2027	2028
<b>Action 3: GOVERNANCE AND DEVELOPMENT OF PARTNERSHIPS</b>										
<b>A31</b>	<b>Seeking partnerships for inclusive education (360 000 000)</b>									
<b>A311</b>	1	10 000	10 000	• COPIL	• MINEDUB • TFPs • Private partners					
<b>A312</b>	5X7=35	5 000	175 000	• COPIL	• COPIL					
<b>A313</b>	5X7=35	5 000	175 000	• OSC • Private partners • MINEPAT • MINFI/CAA	• Private partners • TFPs • MINEPAT • TFPs					
	<b>TOTAL Activity A31</b>			•	•					
<b>A32</b>	<b>Mobilising financial and material resources for inclusive education (25 000 000)</b>									
<b>A321</b>	5 years	5 000	25 000	• Implementation and Monitoring Committee	• Budget of the Implementation and Monitoring Committee					
	<b>TOTAL Activity A32</b>		25 000	•	•					

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period				
						2024	2025	2026	2027	2028
<b>Coordination, monitoring and evaluation (320 000 000)</b>										
<b>A33</b>										
A331	1	0	0	• MINEDUB						
A332	1	20 000	20 000	• Implementation and Monitoring Committee	• Implementation and Monitoring Committee • TFPs • Private partners					
A333	5	20 000	100 000	• Implementation and Monitoring Committee	• Implementation and Monitoring Committee • TFPs • Private partners					
A334	10	20 000	200 000	• COPIL	• MINEDUB • TFPs • Private partners					
<b>TOTAL Activity A33</b>			<b>210 000</b>		•					

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period				
						2024	2025	2026	2027	2028
<b>Research and statistical production (210 000 000)</b>										
<b>A34</b>										
A341	5	20 000	100 000	<ul style="list-style-type: none"> <li>Implementation and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>Implementation and Monitoring Committee</li> </ul>					
A343	1	10 000	10 000	<ul style="list-style-type: none"> <li>COPIL</li> <li>RLA</li> <li>NIS</li> <li>Internal structures in charge of statistical production in each Ministry</li> </ul>	<ul style="list-style-type: none"> <li>MINEDUB</li> <li>MINAS</li> <li>MINEPAT</li> <li>MINESUP</li> <li>MINPROFF</li> <li>MINDEVEL</li> <li>MINJEC</li> <li>MINESEC</li> <li>MINEFOP</li> <li>TFPs</li> <li>Private partners</li> </ul>					

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period					
						2024	2025	2026	2027	2028	
A344	10	10 000	100 000	<ul style="list-style-type: none"> <li>• COPIL</li> <li>• RLA</li> <li>• NIS</li> <li>• Internal structures in charge of statistical production in each Ministry</li> </ul>	<ul style="list-style-type: none"> <li>• MINEDEDUB</li> <li>• MINAS</li> <li>• MINEPAT</li> <li>• MINESEP</li> <li>• MINPROFF</li> <li>• MINDEVEL</li> <li>• MINJEC</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• TFPs</li> <li>• Private partners</li> </ul>						
<b>TOTAL Activity A34</b>											
A35	<b>Improving the normative, legal and institutional framework for inclusive education (380 000 0000)</b>										
A351	3	30 000	90 000	<ul style="list-style-type: none"> <li>• Implementation and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation and Monitoring Committee</li> <li>• TFPs</li> </ul>						
A352	3	30 000	90 000	<ul style="list-style-type: none"> <li>• Implementation and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation and Monitoring Committee</li> <li>• TFPs</li> </ul>						

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period				
						2024	2025	2026	2027	2028
A353	5	10 000	50 000	<ul style="list-style-type: none"> <li>Implementation and Monitoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>COPIL</li> <li>TFPs</li> </ul>					
A354	2	75 000	150 000	<ul style="list-style-type: none"> <li>COPIL</li> <li>ANOR</li> </ul>	<ul style="list-style-type: none"> <li>COPIL</li> <li>TFPs</li> </ul>					
A355	PM			<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>					
A356	PM			<ul style="list-style-type: none"> <li>COPIL/MINFOPRA</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>					
<b>TOTAL Activity A35</b>			380 000	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>					

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period				
						2024	2025	2026	2027	2028
<b>Researching and developing pedagogic and andragogic resources for inclusive education (1 785 000 000)</b>										
<b>A361</b>	Creation and organisation of centres for research and development of pedagogic and adult education resources	At least 1 centre per Ministry		<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPS</li> <li>• CSOS</li> <li>• RLAs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charity Organisations</li> </ul>					
<b>A362</b>	Construction/equipment of research and development centres for pedagogic and andragogic resources and assignment of personnel	7 sectors	1 750 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPS</li> <li>• CSOS</li> <li>• RLAs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charity Organisations</li> </ul>					

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period					
						2024	2025	2026	2027	2028	
<b>A363</b>	Creation of a partnership network for research and pedagogic/andragogic development related to inclusive education	7	5 000	35 000	<ul style="list-style-type: none"> <li>• MINEDUB</li> <li>• MINESEC</li> <li>• MINEFOP</li> <li>• MINESUP</li> <li>• MINPROFF</li> <li>• MINAS</li> <li>• MINJEC</li> </ul>	<ul style="list-style-type: none"> <li>• Public Investment Budget (PIB)</li> <li>• TFPS</li> <li>• CSOS</li> <li>• RLAs</li> <li>• Benefactors</li> <li>• Associations</li> <li>• Companies</li> <li>• Charity Organisations</li> </ul>					
	<b>Total Activity A36</b>			<b>1 785 000</b>							
<b>A37</b>	<b>Improving the working conditions of staff (7267500000)</b>										
<b>A371</b>	Introduction and payment of a monthly bonus to staff in charge of people with disabilities	8075x5=40375	180	7 267 500	<ul style="list-style-type: none"> <li>• MINFI</li> <li>• MINFOPRA</li> <li>• All sectors</li> </ul>						
<b>A372</b>	Construction of housing for officials	PM (Each sector shall gradually build its housing depending on available resources)			<ul style="list-style-type: none"> <li>• COFIL</li> </ul>						
<b>A38</b>	<b>Human Resources Development (1927750000)</b>										

Activities-sub-activities	Quantity over 5 years	Unit cost (Thousands of CFA francs)	Total cost (Thousands of CFA francs)	Managers	Sources of funding	Period				
						2024	2025	2026	2027	2028
<b>A381</b> Capacity building for teachers/trainers in the field of inclusive education	6 000 teachers to be trained	20X5 =100	600 000	• COFIL and sectors	• Sectors and TFPs					
<b>A382</b> Drafting and approval of a module to strengthen the skills of active teachers/trainers on inclusive education	1	75 000	75 000	• MINFOPRA • MINEDUB • MINESEC • MINESUP • MINPROFF • MINEFOP • MINJEC • MINAS	• Sectors and TFPs					
<b>A383</b> Recruitment of specialised staff (counsellors, social workers, psychologists, medical staff, Braille and sign language specialists, etc.). Provide a quota for teachers/trainers with disabilities	257 teachers per year + 360 specialized educators + 360 sports personnel	150	1 119 750	• MINFOPRA • MINEDUB • MINESEC • MINESUP • MINPROFF • MINEFOP • MINJEC • MINAS						
<b>A384</b> Draft and approve a regulatory text defining visual transition strategies for persons with special needs	1 text developed in a 5-day workshop	40 x 5jx35	15 000	• Implementation and Monitoring Committee	• Implementation and Monitoring Committee					

## V.2. FUNDING PLAN

Activity	Period	QUANTITY	UNIT COST			CÔÛT TOTAL			Total cost per year
			Sector	TFPs	Private partner and CSO	Sector	TFPs	Private partner and CSO	
<b>ACTION 1: ACCESS AND SOCIAL PROTECTION FOR PERSONS WITH SPECIAL NEEDS 27 486 225 000</b>									
<b>Activity 1: putting in place of measures for the promotion of gender equality and protection of learners with vulnerabilities 8 876 100 000</b>									
A11. Development of a harmonised identification instrument for young girls, young women with visible et non visible disabilities	2024	1	48 750 000	22 500 000	3 750 000	48 750 000	22 500 000	3 750 000	75 000 000
	Total A11	1	48 750 000	22 500 000	3 750 000	48 750 000	22 500 000	3 750 000	75 000 000
A12. Campaign for the identification of young girls with visible et non visible disabilities	2024	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2025	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2026	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2027	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2028	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	TOTAL A12	40	162 500 000	75 000 000	12 500 000	1 137 500 000	525 000 000	87 500 000	1 750 000 000
A13. Mapping of disabilities and identifying their needs in terms of material and financial resources	2024	1	50 050 000	23 100 000	3 850 000	50 050 000	23 100 000	3 850 000	77 000 000
	2025	1	50 050 000	23 100 000	3 850 000	50 050 000	23 100 000	3 850 000	77 000 000
	2026	1	50 050 000	23 100 000	3 850 000	50 050 000	23 100 000	3 850 000	77 000 000
	2027	1	50 050 000	23 100 000	3 850 000	50 050 000	23 100 000	3 850 000	77 000 000
	2028	1	50 050 000	23 100 000	3 850 000	50 050 000	23 100 000	3 850 000	77 000 000
	Total A13	5	250 250 000	115 500 000	19 250 000	250 250 000	115 500 000	19 250 000	385 000 000

Activity	Period	QUANTITY	UNIT COST			CÔÛT TOTAL			
			Sector	TFPs	Private partner and CSO	Sector	TFPs	Private partner and CSO	Total cost per year
A14. Referencing children with social-medical needs to a medical service or social service for care	2024	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	2025	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	2026	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	2027	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	2028	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	<b>Total A14</b>	40	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
								350 000 000	-
A15. Different kinds of support (scholarships, scholarship for vocational training, kit, devices, ...) to young girls, young women, learners, with vulnerabilities (internally displaced, refugees, minorities...) vulnerable ...)	2024	258	3 185 000	1 470 000	245 000	821 730 000	379 260 000	63 210 000	1 264 200 000
	2025	258	3 185 000	1 470 000	245 000	821 730 000	379 260 000	63 210 000	1 264 200 000
	2026	258	3 185 000	1 470 000	245 000	821 730 000	379 260 000	63 210 000	1 264 200 000
	2027	258	3 185 000	1 470 000	245 000	821 730 000	379 260 000	63 210 000	1 264 200 000
	2028	257	3 185 000	1 470 000	245 000	818 545 000	377 790 000	62 965 000	1 259 300 000
	<b>Total A15</b>	1289	15 925 000	7 350 000	1 225 000	4 105 465 000	1 894 830 000	315 805 000	6 316 100 000
								6 316 100 000	-
<b>Activity 2: development of an inclusive educative and training environment 14 340 125 000</b>									
A21. Audit of the environments of inclusive education and training institutions.	2024	645	731 250	337 500	56 250	471 656 250	217 687 500	36 281 250	725 625 000
	2025	644	731 250	337 500	56 250	470 925 000	217 350 000	36 225 000	724 500 000
	<b>Total A21</b>	1 289	1 462 500	675 000	112 500	942 581 250	435 037 500	72 506 250	1 450 125 000
								1 450 125 000	-
Development of the physical environments of education and training institutions (infrastructures, classrooms, workshops, ramps, orientation signboards, guardrails, playgrounds, construction of gender based and inclusive toilets corridors)	2025	323	6 500 000	3 000 000	500 000	2 099 500 000	969 000 000	161 500 000	3 230 000 000
	2026	322	6 500 000	3 000 000	500 000	2 093 000 000	966 000 000	161 000 000	3 220 000 000
	2027	322	6 500 000	3 000 000	500 000	2 093 000 000	966 000 000	161 000 000	3 220 000 000
	2028	322	6 500 000	3 000 000	500 000	2 093 000 000	966 000 000	161 000 000	3 220 000 000
	<b>Total A21</b>	1289	26 000 000	12 000 000	2 000 000	8 378 500 000	3 867 000 000	644 500 000	12 890 000 000
							12 890 000 000	-	

Activity	Period	QUANTITY	UNIT COST			CÔÛT TOTAL			
			Sector	TFPs	Private partner and CSO	Sector	TFPs	Private partner and CSO	Total cost per year
Activity 3: Mobilisation of communities, administrations, education and/or training institutions, decentralised territorial units in favour of Inclusive education 4 270 000 000									
A31. Organisation of open door days on Inclusive education	2024	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2025	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2026	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2027	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	2028	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000
	<b>Total A31</b>	35	<b>162 500 000</b>	<b>75 000 000</b>	<b>12 500 000</b>	<b>1 137 500 000</b>	<b>525 000 000</b>	<b>87 500 000</b>	<b>1 750 000 000</b>
A32. Mobilisation of public administrations at the level of devolved services (devolved services of the state and DTU)	2024	1	32 500 000	15 000 000	2 500 000	32 500 000	15 000 000	2 500 000	50 000 000
	2025	1	32 500 000	15 000 000	2 500 000	32 500 000	15 000 000	2 500 000	50 000 000
	2026	1	32 500 000	15 000 000	2 500 000	32 500 000	15 000 000	2 500 000	50 000 000
	<b>Total A32</b>	3	<b>97 500 000</b>	<b>45 000 000</b>	<b>7 500 000</b>	<b>97 500 000</b>	<b>45 000 000</b>	<b>7 500 000</b>	<b>150 000 000</b>
									1 750 000 000
A33. Sensitization of the education and actors of vocational training on inclusive education	2024	360	1 300 000	600 000	100 000	468 000 000	216 000 000	36 000 000	720 000 000
	2025	360	1 300 000	600 000	100 000	468 000 000	216 000 000	36 000 000	720 000 000
	2026	360	1 300 000	600 000	100 000	468 000 000	216 000 000	36 000 000	720 000 000
	<b>Total A33</b>	1080	<b>3 900 000</b>	<b>1 800 000</b>	<b>300 000</b>	<b>1 404 000 000</b>	<b>648 000 000</b>	<b>108 000 000</b>	<b>2 160 000 000</b>
									2 160 000 000
A34. Organisation of communication campaigns	2024	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	2025	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	2026	7	6 500 000	3 000 000	500 000	45 500 000	21 000 000	3 500 000	70 000 000
	<b>Total A34</b>	21	<b>19 500 000</b>	<b>9 000 000</b>	<b>1 500 000</b>	<b>136 500 000</b>	<b>63 000 000</b>	<b>10 500 000</b>	<b>210 000 000</b>
									210 000 000

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
<b>Action 2: adapting of the teaching learning process and the assessment system to specific education needs 77 970 400 000</b>									
<b>Adapting the national education programmes and of training standards of persons with special education needs (5 600 000 000)</b>									
<b>A211.</b> Modification of existing national education and training programs to render them flexible for an inclusive teaching and learning	2 024	7	130 000 000	60 000 000	10 000 000	910 000 000	420 000 000	70 000 000	1 400 000 000
	<b>Total A211</b>	<b>7</b>	<b>130 000 000</b>	<b>60 000 000</b>	<b>10 000 000</b>	<b>910 000 000</b>	<b>420 000 000</b>	<b>70 000 000</b>	<b>1 400 000 000</b>
<b>A212.</b> Translation of training programs and frameworks into braille	2 025	7	130 000 000	60 000 000	10 000 000	910 000 000	420 000 000	70 000 000	1 400 000 000
	<b>Total A212</b>	<b>7</b>	<b>130 000 000</b>	<b>60 000 000</b>	<b>10 000 000</b>	<b>910 000 000</b>	<b>420 000 000</b>	<b>70 000 000</b>	<b>1 400 000 000</b>
<b>A213.</b> Translation of training programs and frameworks into audios	2 025	7	130 000 000	60 000 000	10 000 000	910 000 000	420 000 000	70 000 000	1 400 000 000
	<b>Total A213</b>	<b>7</b>	<b>130 000 000</b>	<b>60 000 000</b>	<b>10 000 000</b>	<b>910 000 000</b>	<b>420 000 000</b>	<b>70 000 000</b>	<b>1 400 000 000</b>
<b>A214.</b> Translation of training programs and frameworks into videos	2 025	7	130 000 000	60 000 000	10 000 000	910 000 000	420 000 000	70 000 000	1 400 000 000
	<b>Total A214</b>	<b>7</b>	<b>130 000 000</b>	<b>60 000 000</b>	<b>10 000 000</b>	<b>910 000 000</b>	<b>420 000 000</b>	<b>70 000 000</b>	<b>1 400 000 000</b>
<b>Adapting the continuous assessment and certification to the needs of persons with disabilities and/ or vulnerabilities (1 400 000 000)</b>									
<b>A221.</b> Adequate development for continuous assessment to persons with special needs	2 025	14	32 500 000	15 000 000	2 500 000	455 000 000	210 000 000	35 000 000	700 000 000
	<b>Total A221</b>	<b>14</b>	<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>455 000 000</b>	<b>210 000 000</b>	<b>35 000 000</b>	<b>700 000 000</b>
<b>A222.</b> Adequate accommodation of certification exams for persons with special needs	2 025	14	32 500 000	15 000 000	2 500 000	455 000 000	210 000 000	35 000 000	700 000 000
	<b>Total A222</b>	<b>14</b>	<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>455 000 000</b>	<b>210 000 000</b>	<b>35 000 000</b>	<b>700 000 000</b>

Activity	Period	Quantity	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
<b>Edition, production and distribution of educational supports and materials adapted to the needs of persons with disabilities and/or vulnerability 1 350 000 000</b>									
Editing and production of national education and training programmes	2 025	15 000	6 500	3 000	500	97 500 000	45 000 000	7 500 000	150 000 000
	<b>Total A231</b>	<b>15 000</b>	<b>6 500</b>	<b>3 000</b>	<b>500</b>	<b>97 500 000</b>	<b>45 000 000</b>	<b>7 500 000</b>	<b>150 000 000</b>
Information and awareness of publishers on innovations in education and training programs	2 025	1	32 500 000	15 000 000	2 500 000	32 500 000	15 000 000	2 500 000	50 000 000
	<b>Total A232</b>	<b>1</b>	<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>50 000 000</b>
Editing and production of training standards and educational and andragogical guides	2 025	15 000	6 500	3 000	500	97 500 000	45 000 000	7 500 000	150 000 000
	<b>Total A232</b>	<b>15 000</b>	<b>6 500</b>	<b>3 000</b>	<b>500</b>	<b>97 500 000</b>	<b>45 000 000</b>	<b>7 500 000</b>	<b>150 000 000</b>
Editing and production of booklets and other evaluation materials	2 024	40 000	3 250	1 500	250	130 000 000	60 000 000	10 000 000	200 000 000
	2 025	40 000	3 250	1 500	250	130 000 000	60 000 000	10 000 000	200 000 000
	2 026	40 000	3 250	1 500	250	130 000 000	60 000 000	10 000 000	200 000 000
	2 027	40 000	3 250	1 500	250	130 000 000	60 000 000	10 000 000	200 000 000
	2 028	40 000	3 250	1 500	250	130 000 000	60 000 000	10 000 000	200 000 000
	<b>Total A233</b>	<b>200 000</b>	<b>16 250</b>	<b>7 500</b>	<b>1 250</b>	<b>650 000 000</b>	<b>300 000 000</b>	<b>50 000 000</b>	<b>1 000 000 000</b>
<b>Training (initial and continuing) of educational and andragogical administrative managers, teachers and trainers of persons with disabilities and/or vulnerabilities on Inclusive Education</b>									
Development of modules and training monitoring-evaluation sheets	2 025	14	13 000 000	6 000 000	1 000 000	182 000 000	84 000 000	14 000 000	280 000 000
	2 026	14	13 000 000	6 000 000	1 000 000	182 000 000	84 000 000	14 000 000	280 000 000
	<b>Total A241</b>	<b>28</b>	<b>26 000 000</b>	<b>12 000 000</b>	<b>2 000 000</b>	<b>364 000 000</b>	<b>168 000 000</b>	<b>28 000 000</b>	<b>560 000 000</b>
<b>560 000 000</b>									

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
Raising awareness among those responsible for the administrative, educational and andragogical chain on the National Policy of Inclusive Education	2 024	7	117 000 000	54 000 000	9 000 000	819 000 000	378 000 000	63 000 000	1 260 000 000
	<b>Total A242</b>	<b>7</b>	<b>117 000 000</b>	<b>54 000 000</b>	<b>9 000 000</b>	<b>819 000 000</b>	<b>378 000 000</b>	<b>63 000 000</b>	<b>1 260 000 000</b>
									<b>1 260 000 000</b>
Capacity building for teachers, trainers and other stakeholders on the National Policy of Inclusive Education and on the use of specialized teaching/learning materials	2 025	1	162 500 000	75 000 000	12 500 000	162 500 000	75 000 000	12 500 000	250 000 000
	2 026	1	162 500 000	75 000 000	12 500 000	162 500 000	75 000 000	12 500 000	250 000 000
	<b>Total A243</b>	<b>2</b>	<b>325 000 000</b>	<b>150 000 000</b>	<b>25 000 000</b>	<b>325 000 000</b>	<b>150 000 000</b>	<b>25 000 000</b>	<b>500 000 000</b>
Pedagogic day of Supervision and remediation of training on acquired knowledge in Inclusive Education	2 026	1 289	195 000	90 000	15 000	251 355 000	116 010 000	19 335 000	386 700 000
	2 028	1 289	195 000	90 000	15 000	251 355 000	116 010 000	19 335 000	386 700 000
	<b>Total A244</b>	<b>2 578</b>	<b>390 000</b>	<b>180 000</b>	<b>30 000</b>	<b>502 710 000</b>	<b>232 020 000</b>	<b>38 670 000</b>	<b>773 400 000</b>
<b>Use of ICT-related educational technologies in teaching, learning and training activities (1 735 000 000)</b>									
Identification of ICT-related educational technologies needed for inclusive teaching and training	2 024	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
	2 025	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
	2 026	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
	2 027	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
	2 028	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
	<b>Total A251</b>	<b>35</b>	<b>16 250 000</b>	<b>7 500 000</b>	<b>1 250 000</b>	<b>113 750 000</b>	<b>52 500 000</b>	<b>8 750 000</b>	<b>175 000 000</b>
									<b>175 000 000</b>

Activity	Period	QUANTITY	UNIT COST			TOTAL COST				
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year	
										Sector
Acquisition and distribution of educational technologies linked to ICT (hearing and visual aids, portable braille note-taking devices, selected computer software, GPS, talking laptops, etc.) in inclusive teaching and training activities	2 025	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000	
	2 026	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000	
	2 027	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000	
	2 028	7	32 500 000	15 000 000	2 500 000	227 500 000	105 000 000	17 500 000	350 000 000	
	<b>Total A252</b>	<b>28</b>	<b>130 000 000</b>	<b>60 000 000</b>	<b>10 000 000</b>	<b>910 000 000</b>	<b>420 000 000</b>	<b>70 000 000</b>	<b>1 400 000 000</b>	
Exploitation of existing community telecenters and expansion of digital hotspots in pilot areas	2 024	50	325 000	150 000	25 000	16 250 000	7 500 000	1 250 000	25 000 000	
	2 025	50	325 000	150 000	25 000	16 250 000	7 500 000	1 250 000	25 000 000	
	<b>Total A253</b>	<b>100</b>	<b>650 000</b>	<b>300 000</b>	<b>50 000</b>	<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>50 000 000</b>	
								<b>50 000 000</b>	<b>-</b>	
	2 024	1	3 250 000	1 500 000	250 000	3 250 000	1 500 000	250 000	5 000 000	
<b>Total A254</b>	<b>1</b>	<b>3 250 000</b>	<b>1 500 000</b>	<b>250 000</b>	<b>3 250 000</b>	<b>1 500 000</b>	<b>250 000</b>	<b>5 000 000</b>		
							<b>5 000 000</b>	<b>-</b>		

Activity	Period	QUANTITY	UNIT COST				TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year	
										Sector
Annual maintenance and hosting of the website	2 025	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	
	2 026	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	
	2 027	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	
	<b>Total A255</b>	<b>21</b>	<b>9 750 000</b>	<b>4 500 000</b>	<b>750 000</b>	<b>68 250 000</b>	<b>31 500 000</b>	<b>5 250 000</b>	<b>105 000 000</b>	
<b>Establishment of the facilities necessary for the participation of persons with specific needs in sporting, cultural and artistic activities 45 360 000 000</b>										
Design standard plans for the construction of a modern inclusive school/training center including multifunctional sports facilities, an arts learning workshop and national culture	2 024	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	
	<b>Total A261</b>	<b>7</b>	<b>3 250 000</b>	<b>1 500 000</b>	<b>250 000</b>	<b>22 750 000</b>	<b>10 500 000</b>	<b>1 750 000</b>	<b>35 000 000</b>	
										<b>35 000 000</b>
Build and equip multifunctional sports facilities and workshops for learning arts and national culture	2 025	324	22 750 000	10 500 000	1 750 000	7 371 000 000	3 402 000 000	567 000 000	11 340 000 000	
	2 026	324	22 750 000	10 500 000	1 750 000	7 371 000 000	3 402 000 000	567 000 000	11 340 000 000	
	2 027	324	22 750 000	10 500 000	1 750 000	7 371 000 000	3 402 000 000	567 000 000	11 340 000 000	
	2 028	323	22 750 000	10 500 000	1 750 000	7 348 250 000	3 391 500 000	565 250 000	11 305 000 000	
<b>Total A262</b>	<b>1 295</b>	<b>91 000 000</b>	<b>42 000 000</b>	<b>7 000 000</b>	<b>29 461 250 000</b>	<b>13 597 500 000</b>	<b>2 266 250 000</b>	<b>45 325 000 000</b>		
									<b>45 325 000 000</b>	

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
<b>Establishment of appropriate health and medical facilities in education and/or training institutions 19 432 000 000</b>									
Design the standard construction plan for an infirmary adapted to persons with specific needs in education and/or training institutions	2 024	7	650 000	300 000	50 000	4 550 000	2 100 000	350 000	7 000 000
	Total A271	7	650 000	300 000	50 000	4 550 000	2 100 000	350 000	7 000 000
									7 000 000
Build and equip the infirmaries of education and/or training institutions	2 025	324	9 750 000	4 500 000	750 000	3 159 000 000	1 458 000 000	243 000 000	4 860 000 000
	2 026	324	9 750 000	4 500 000	750 000	3 159 000 000	1 458 000 000	243 000 000	4 860 000 000
	2 027	324	9 750 000	4 500 000	750 000	3 159 000 000	1 458 000 000	243 000 000	4 860 000 000
	2 028	323	9 750 000	4 500 000	750 000	3 149 250 000	1 453 500 000	242 250 000	4 845 000 000
	Total A262	1 295	39 000 000	18 000 000	3 000 000	12 626 250 000	5 827 500 000	971 250 000	19 425 000 000
									19 425 000 000

Activity	Period	Quantity	UNIT COST				TOTAL COOST				
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year		
<b>Action 3: GOVERNANCE AND DEVELOPMENT OF PARTNERSHIPS (12 157 250 000)</b>											
<b>Search for partnerships in favor of inclusive education 360 000 000</b>											
A11. Organization of round tables with partners on financing inclusive education (add the specific case of the unused agreement)	2 024	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000	10 000 000	
	Total A211	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000	10 000 000	
	2 024	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
	2 025	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
	2 026	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
	2 027	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
	2 028	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
	Total A212	35	16 250 000	7 500 000	1 250 000	113 750 000	52 500 000	8 750 000	175 000 000	175 000 000	
									175 000 000	-	-
	Organization of advocacy meetings aimed at partners for the signing of partnership agreements, conventions, memoranda of a transversal nature	2 024	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000
2 025		7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
2 026		7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
2 027		7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
2 028		7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000	35 000 000	
Total A213		35	16 250 000	7 500 000	1 250 000	113 750 000	52 500 000	8 750 000	175 000 000	175 000 000	
									175 000 000	-	-

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
<b>Mobilization of financial and material resources in favour of inclusive education 25 000 000</b>									
Drafting a multi-sectoral and budgeted action plan for inclusive education each year	2 024	1	3 250 000	1 500 000	250 000	3 250 000	1 500 000	250 000	5 000 000
	2 025	1	3 250 000	1 500 000	250 000	3 250 000	1 500 000	250 000	5 000 000
	2 026	1	3 250 000	1 500 000	250 000	3 250 000	1 500 000	250 000	5 000 000
	2 027	1	3 250 000	1 500 000	250 000	3 250 000	1 500 000	250 000	5 000 000
	2 028	1	3 250 000	1 500 000	250 000	3 250 000	1 500 000	250 000	5 000 000
	Total A231	5	16 250 000	7 500 000	1 250 000	16 250 000	7 500 000	1 250 000	25 000 000
<b>Coordination, suivi et évaluation 320 000 000</b>									
Establishment of the Steering Committee (COPIL) and the Implementation and Monitoring Committee	2 024	1							-
	Total A231	1							-
Developing a monitoring and evaluation plan	2 024	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
	Total A231	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
								20 000 000	-
Organization of monitoring and evaluation missions	2 024	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
	2 025	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
	2 026	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
	2 027	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
	2 028	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000
Total A231	5	65 000 000	30 000 000	5 000 000	65 000 000	30 000 000	5 000 000	100 000 000	
							100 000 000	-	-

Activity	Period	QUANTITY	UNIT COST				TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year	
Organization of Steering Committee (COPII) sessions	2 024	2	13 000 000	6 000 000	1 000 000	26 000 000	12 000 000	2 000 000	40 000 000	
	2 025	2	13 000 000	6 000 000	1 000 000	26 000 000	12 000 000	2 000 000	40 000 000	
	2 026	2	13 000 000	6 000 000	1 000 000	26 000 000	12 000 000	2 000 000	40 000 000	
	2 027	2	13 000 000	6 000 000	1 000 000	26 000 000	12 000 000	2 000 000	40 000 000	
	2 028	2	13 000 000	6 000 000	1 000 000	26 000 000	12 000 000	2 000 000	40 000 000	
	<b>Total A231</b>	<b>10</b>	<b>65 000 000</b>	<b>30 000 000</b>	<b>5 000 000</b>	<b>130 000 000</b>	<b>60 000 000</b>	<b>10 000 000</b>	<b>200 000 000</b>	
<b>Studies and statistical productions 210 000 000</b>										
Analysis of statistical data and production of steering, monitoring and evaluation reports	2 024	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000	
	2 025	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000	
	2 026	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000	
	2 027	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000	
	2 028	1	13 000 000	6 000 000	1 000 000	13 000 000	6 000 000	1 000 000	20 000 000	
	<b>Total A231</b>	<b>5</b>	<b>65 000 000</b>	<b>30 000 000</b>	<b>5 000 000</b>	<b>65 000 000</b>	<b>30 000 000</b>	<b>5 000 000</b>	<b>100 000 000</b>	
<b>100 000 000</b>										

Activity	Period	Quantity	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
Establishment of an information feedback system on the implementation of the National Policy of Inclusive Education from local to central level	2 024	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
	<b>Total A231</b>	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
								10 000 000	-
Organization of regional capacity building workshops for actors in the data collection chain	2 025	5	6 500 000	3 000 000	500 000	32 500 000	15 000 000	2 500 000	50 000 000
	2 026	5	6 500 000	3 000 000	500 000	32 500 000	15 000 000	2 500 000	50 000 000
	<b>Total A231</b>	10	13 000 000	6 000 000	1 000 000	65 000 000	30 000 000	5 000 000	100 000 000
								100 000 000	-
<b>Improvement of the normative, legal and institutional framework for inclusive education 380 000 000</b>									
Revision of texts in favour of inclusive education	2 024	1	19 500 000	9 000 000	1 500 000	19 500 000	9 000 000	1 500 000	30 000 000
	2 025	1	19 500 000	9 000 000	1 500 000	19 500 000	9 000 000	1 500 000	30 000 000
	2 026	1	19 500 000	9 000 000	1 500 000	19 500 000	9 000 000	1 500 000	30 000 000
	<b>Total A231</b>	3	58 500 000	27 000 000	4 500 000	58 500 000	27 000 000	4 500 000	90 000 000
							90 000 000	-	
Development of texts in favour of inclusive education including a code of good conduct.	2 024	1	19 500 000	9 000 000	1 500 000	19 500 000	9 000 000	1 500 000	30 000 000
	2 025	1	19 500 000	9 000 000	1 500 000	19 500 000	9 000 000	1 500 000	30 000 000
	2 026	1	19 500 000	9 000 000	1 500 000	19 500 000	9 000 000	1 500 000	30 000 000
	<b>Total A231</b>	3	58 500 000	27 000 000	4 500 000	58 500 000	27 000 000	4 500 000	90 000 000
							90 000 000	-	

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
Popularization of texts in favour of inclusive education	2 024	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
	2 025	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
	2 026	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
	2 027	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
	2 028	1	6 500 000	3 000 000	500 000	6 500 000	3 000 000	500 000	10 000 000
<b>Total A231</b>	<b>5</b>		<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>32 500 000</b>	<b>15 000 000</b>	<b>2 500 000</b>	<b>50 000 000</b>
Development of standards for construction and layout of the physical environments of inclusive education and training institutions	2 024	1	48 750 000	22 500 000	3 750 000	48 750 000	22 500 000	3 750 000	75 000 000
	2 025	1	48 750 000	22 500 000	3 750 000	48 750 000	22 500 000	3 750 000	75 000 000
	<b>Total A231</b>	<b>2</b>	<b>97 500 000</b>	<b>45 000 000</b>	<b>7 500 000</b>	<b>97 500 000</b>	<b>45 000 000</b>	<b>7 500 000</b>	<b>150 000 000</b>
Transformation of certain education and training institutions into inclusive structures	2 024					-	-	-	-
	2 025					-	-	-	-
<b>Total A355</b>	<b>-</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Modification of the organic texts of the sectors to insert services in charge of inclusive education						-	-	-	-
						-	-	-	-
						-	-	-	-
						-	-	-	-
	<b>Total A356</b>	<b>-</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Research and development of educational and andragogical resources in inclusive education 1 785 000 000</b>									

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year
Operationalization or creation and organization of educational and andragogical resource centers	2 024	-				-	-	-	-
	Total A221	-				-	-	-	-
Construction/equipment of research centers and development of educational and andragogical resources and deployment of personnel	2 025	7	162 500 000	75 000 000	12 500 000	1 137 500 000	525 000 000	87 500 000	1 750 000 000
	Total A222	7	162 500 000	75 000 000	12 500 000	1 137 500 000	525 000 000	87 500 000	1 750 000 000
Establishment of a partnership network for research and educational development linked to inclusive education	2 026	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
	Total A222	7	3 250 000	1 500 000	250 000	22 750 000	10 500 000	1 750 000	35 000 000
<b>Amélioration des conditions de travail des personnels 7 267 500 000</b>									
Institution and payment of a monthly bonus to staff in charge of persons with special needs	2 024	8 075	117 000	54 000	9 000	944 775 000	436 050 000	72 675 000	1 453 500 000
	2 025	8 075	117 000	54 000	9 000	944 775 000	436 050 000	72 675 000	1 453 500 000
2 026	8 075	117 000	54 000	9 000	944 775 000	436 050 000	72 675 000	1 453 500 000	
2 027	8 075	117 000	54 000	9 000	944 775 000	436 050 000	72 675 000	1 453 500 000	
2 028	8 075	117 000	54 000	9 000	944 775 000	436 050 000	72 675 000	1 453 500 000	
Total A222	40 375	585 000	270 000	45 000	4 723 875 000	2 180 250 000	363 375 000	7 267 500 000	
<b>7 267 500 000</b>									

Activity	Period	QUANTITY	UNIT COST			TOTAL COST			
			Sector	TPPs	Private partners and CSO	Sector	TPPs	Private partners and CSO	Total cost per year
Construction of on-call housing	2 024					-	-	-	-
	2 025					-	-	-	-
	2 026					-	-	-	-
	2 027					-	-	-	-
	2 028					-	-	-	-
	Total A222	-				-	-	-	-
<b>Développement des Ressources Humaines 1 809 750 000</b>									
Development/strengthening of skills of active teaching/training staff on inclusive education	2 025	3 000	65 000	30 000	5 000	195 000 000	90 000 000	15 000 000	300 000 000
	2 026	3 000	65 000	30 000	5 000	195 000 000	90 000 000	15 000 000	300 000 000
	Total A222	6 000	130 000	60 000	10 000	390 000 000	180 000 000	30 000 000	600 000 000
		600 000 000							
Development and validation of a skills-building module for active teaching/training staff on inclusive education	2 025	1	48 750 000	22 500 000	3 750 000	48 750 000	22 500 000	3 750 000	75 000 000
	Total A222	1	48 750 000	22 500 000	3 750 000	48 750 000	22 500 000	3 750 000	75 000 000
								75 000 000	-

Activity	Period	QUANTITY	UNIT COST			TOTAL COST				
			Sector	TFPs	Private partners and CSO	Sector	TFPs	Private partners and CSO	Total cost per year	
Recruitment of specialized staff (counsellors, social workers, psychologists, medical staff, specialists in Braille and sign language, etc.). Provide a quota for teachers/trainers with disabilities	2 024	977	97 500	45 000	7 500	95 257 500	43 965 000	7 327 500	146 550 000	
	2 025	1 235	97 500	45 000	7 500	120 412 500	55 575 000	9 262 500	185 250 000	
	2 026	1 493	97 500	45 000	7 500	145 567 500	67 185 000	11 197 500	223 950 000	
	2 027	1 751	97 500	45 000	7 500	170 722 500	78 795 000	13 132 500	262 650 000	
	2 028	2 009	97 500	45 000	7 500	195 877 500	90 405 000	15 067 500	301 350 000	
	Total A222	2 009	487 500	225 000	37 500	727 837 500	335 925 000	55 987 500	1 119 750 000	
									1 119 750 000	-
Develop and validate a regulatory text defining visible transition strategies for persons with special needs	2 025	1	9 750 000	4 500 000	750 000	9 750 000	4 500 000	750 000	15 000 000	
	Total A222	1	9 750 000	4 500 000	750 000	9 750 000	4 500 000	750 000	15 000 000	
									15 000 000	
									-	

The funding of the National policy of inclusive education concerns mobilising resources with a contribution of 70% from Public Authorities and 30% from other Technical and Financial Partners, the Private Sector and Civil Society Organisations. The necessary resources for the implementation of the National policy of inclusive education will include contributions from the following:

1. Public sector in the form of ordinary public resources (investment and operational budgets) of ministries concerned with inclusive education;
2. Territorial Decentralised Units: This will involve financing activities linked with transfer of competences, awareness-raising and community organisation actions, with a view to effective mastery of the policy document by the said communities;
3. Civil society Organisations: They will be encouraged to continue or intensify their interventions for the benefit of persons with disabilities, with the technical and/or financial support from government or international cooperation institutions;
4. Development Partners: Technical and financial contributions are expected from them.





# IMPLEMENTATION AND MONITORING/EVALUATION PLAN OF THE NATIONAL POLICY OF INCLUSIVE EDUCATION

The effective implementation of the priority actions provided for in this policy requires an institutional mechanism for steering and coordination, as well as the empowerment of stakeholders.

## VI.1. Institutional Framework for Steering and Coordinating Implementation

The choice of the institutional framework for steering and coordinating the National Policy of Inclusive Education is based on political and technical stakes.

At the political level, it will involve the highest authorities at the strategic level, including the heads of the relevant sectorial ministerial departments within the framework of a Steering and Coordination Committee.

At the technical level, coordination will be carried out at the central level of the said departments, through an Implementation and Monitoring Committee.

### VI.1.1. National Steering and Coordination Committee

The Steering and Coordination Committee is the body responsible for the overall coordination, guidance and evaluation of policy. It is responsible for the validation of the annual and three-year action plans of key stakeholders, the evaluation of the policy implementation and the validation of its financing plan.

Chaired by the Prime Minister, Head of Government, it is made up of heads of ministerial departments concerned with the implementation of inclusive education in Cameroon. It is created by an order of the Prime Minister, Head of Government, on the proposal of the Minister of Basic Education and meets at the end of each semester. It is assisted by an implementation and monitoring committee.

### VI.1.2. IMPLEMENTATION AND FOLLOW-UP COMMITTEE

The Implementation and Monitoring Committee (CMOS) is created by an order of the Prime Minister, Head of Government, on the proposal of the Minister of Basic Education. It is the technical body responsible for monitoring the implementation process of this policy. Chaired by the Minister of Basic Education, it is made up of the Secretaries generals of the sectorial ministries concerned and meets at the end of each term. It is assisted by a technical secretariat.

#### VI.1.2. Technical Secretariat

The Technical Secretariat is responsible for:

- ▼ ensuring the implementation of the directives of the monitoring committee;
- ▼ organising meetings and visits of the Monitoring Committee;
- ▼ preparing meeting reports;
- ▼ coordinating field activities and prepare annual activity reports.

It is chaired by the Director in charge of Inclusive Education at the Ministry of Basic Education and composed of the directors of the other sectorial ministries concerned with inclusive education. It meets at the end of every term. Regional focal points may participate as appropriate.

#### VI.1.3. Regional Focal Points

Each sectorial ministry concerned shall appoint a regional monitoring focal point who shall report to its representative on the Implementation and Monitoring Committee. They are responsible for monitoring activities at the regional level and for preparing reports for their ministerial hierarchy at the end of each term.

## VI.2. Responsibilities of Stakeholders

The implementation, monitoring and evaluation of this policy requires the various stakeholders to be held accountable.

### VI.2.1. Concerned Sector Ministries

Each ministerial department concerned with inclusive education shall:

- ▼ include the activities listed in the National Policy of Inclusive Education in its Medium-Term
- ▼ Expenditure Framework for annual budgeting;
- ▼ implement budgeted activities, monitor and evaluate them;
- ▼ appoint its representatives to all bodies set out by this policy document;
- ▼ participate in meetings to coordinate and steer the implementation of the policy;
- ▼ active search of funding from international partners for the implementation of this policy. especially their support in the following specific areas:
  1. *Purchase or donation of essential teaching and learning materials;*
  2. *Continuous education workshops in sign language and Braille;*
  3. *Construction, redevelopment of classrooms/ workshops, physical environments of education and training institutions and equipping with educational resources;*
  4. *Specialised teacher Recruitment;*
  5. *Production of digital materials, various printed materials and other educational resources.*

### VI.2.2. Local Authorities (Regions and Municipalities)

In accordance with Law No. 2019/024 of December 24, 2019 on the General Code of Local Authorities, due to the powers and resources that have been transferred to them in terms of education, literacy, and technical and vocational training, the Local authorities (RLA) are important partners in the financing and implementation of inclusive education. As such, municipal and regional development

plans and budgets must address issues related to this policy.

The RLAs must therefore monitor the implementation and periodically evaluate the activities selected within the framework of their budgets through the focal points at municipal and regional level.

### VI.2.3. International Development Partners

International partners involved in the development of inclusive education in Cameroon must:

- ▼ Provide financial and technical support to the Government of Cameroon for the implementation of the national policy of inclusive education, in accordance with the partnership framework signed with the sectoral ministries of education and training on 14 August 2013;
- ▼ Support Educational Research Centres for Education and Inclusive Training;

### VI.2.4. National Development Partners

National partners include Non-Governmental Organisations (NGOs), Civil Society Organisations (CSOs) and faith-based or religious organisations. These organisations have general and specific networks that they use to mobilise resources for social and educational purposes.

As such, they must support the Government in the construction of facilities,

Equipment and community mobilisation. They must take part in all monitoring and evaluation activities planned within their sphere of competence.

They should forward their annual action plans and activity reports to the regional focal points.

**CONCLUSION**

# CONCLUSION

In a nutshell, this project aims at developing a national policy document on inclusive education. The project will enable the Cameroonian Government ensure that at least 25 % of persons with special needs receive an equitable, inclusive and quality education, as well as lifelong learning opportunities, in an appropriate, healthy, safe and secure environment by 2028.

To achieve this objective, an assessment and survey were carried out thereby revealing a low enrolment/training rate of persons with special needs in the educational and training sector of Cameroon. This situation is predominantly caused by inadequate provision and lack of social protection for persons with special needs in the educational and training institutions, low involvement rate registered in the teaching-learning and training process, lack of evaluation mechanisms, and the absence of a normative framework that records the concerns of inclusive education and partnership.

In a bid to address these issues, the national policy document adopted three strategic solutions based on these focal points: increase access and social protection for persons with special needs, improve their involvement in the teaching-learning-training processes and evaluation schemes, improve governance and strengthen partnerships. The total cost of implementing this project is estimated at **613875000 CFA francs** from 2024 to 2028.

The State and local authorities shall fund (70 %) of this project, while national and international partners shall fund (30 %). Every ministry concerned will allocate funds from their annual budget to support the activities of the National Policy subsector.

As far as follow-up and assessment are concerned, a steering committee chaired by the Prime Minister, Head of Government, backed by an implementation and follow up committee with a technical secretariat, will be created.

This steering committee aims at transforming educational policies and training institutions to achieve Sustainable Development Goals, African Union's Agenda 2063 and the National Development Strategy 2020 - 2030.

This is a clarion call for all stakeholders to endorse this National policy of inclusive education and ensure full participation of every sub-sector for its implementation. It is equally an opportunity to solicit the much-needed technical and financial support of International and National Development Partners, to help transform this dream into reality. If effectively implemented, this policy, which is still in its experimental phase, will eventually expand its best practices to all educational and training institutions throughout the country.

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